

KINDERGARTEN II

DISCOVER

Teacher's Guide

2018/2019

Term 1

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

Words From The Minister of Education & Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

Contents

How to Use This Guide

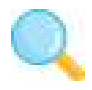
The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction and a dedicated mathematics window, devoted to building early numeracy. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- For the multidisciplinary window, read and annotate the Teacher Guide and Student Book side-by-side.
- For the mathematics window, please note that a section of the Student Book has been designated for students to draw, write and keep math activities.
- Take note of the following:
  - What are the pupils discovering or learning? (Content)
  - What are the students being asked to do? (Activity)
  - What is the teacher discovering about the pupils? (Assessment)
  - How could you adapt the lesson for the different abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Consider additional classroom management techniques necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful and possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations, management procedures and ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at least weekly to plan and reflect.

As outlined in the ***Introduction***, the school year is divided into four themes.

Within the **multidisciplinary** window, content is integrated across different disciplines. In one lesson, students may practice and apply skills in mathematics, social studies, science and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

For the **multidisciplinary** guide, chapters are organized into three components:



Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project, create some questions about what they wonder or want to learn more about, and discover via observation, questioning and discussion.



Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on the project. Students practice and apply skills, building and demonstrating understanding.

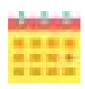


Share

- At the close of each chapter, students share projects, reflect on their learning process and provide feedback to classmates.

Within the **mathematics** window, each theme is divided into chapters that serve to break up the content and skills into manageable portions. The teaching of mathematics and the building of numeracy is very linear, with students learning new content in increments, and adding to their conceptual development and understanding slowly over time.

For the **mathematics** guide, chapters are organized into three components:



Calendar and movement

- During this daily routine, students develop number sense, early place value concepts, counting fluency and problem-solving skills.



Learn

- During this daily routine, students learn and apply various math skills as the teacher guides them through review, instruction and practice.



Share

- During this daily routine, students develop their ability to express mathematical ideas.

Background

Based on the philosophy of the General Framework for the General and Technical Education Curricula 2018/2030 which aims at encouraging an Egyptian citizen to have the predefined specifications and necessary life skills for life and work in the 21st century, four themes have been prepared to represent the infrastructure of the curricula.

TERM 1:
Theme 1: Who Am I?
Theme 2: The World Around Me

TERM 2:
Theme 3: How the World Works
Theme 4: Communication

Each theme is organized by chapters, with three or four chapters in a theme. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested to thoroughly read each of these sections as they provide beneficial information as to the implementation of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what pupils should know or be able to do.
- The **Pacing Guide** shows when each lesson of the chapter will be implemented. It also provides a description of each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of skills and their supporting values. The project includes a number of individual and group activities based on child activity and effectiveness that are fully linked to the theme and its goals.

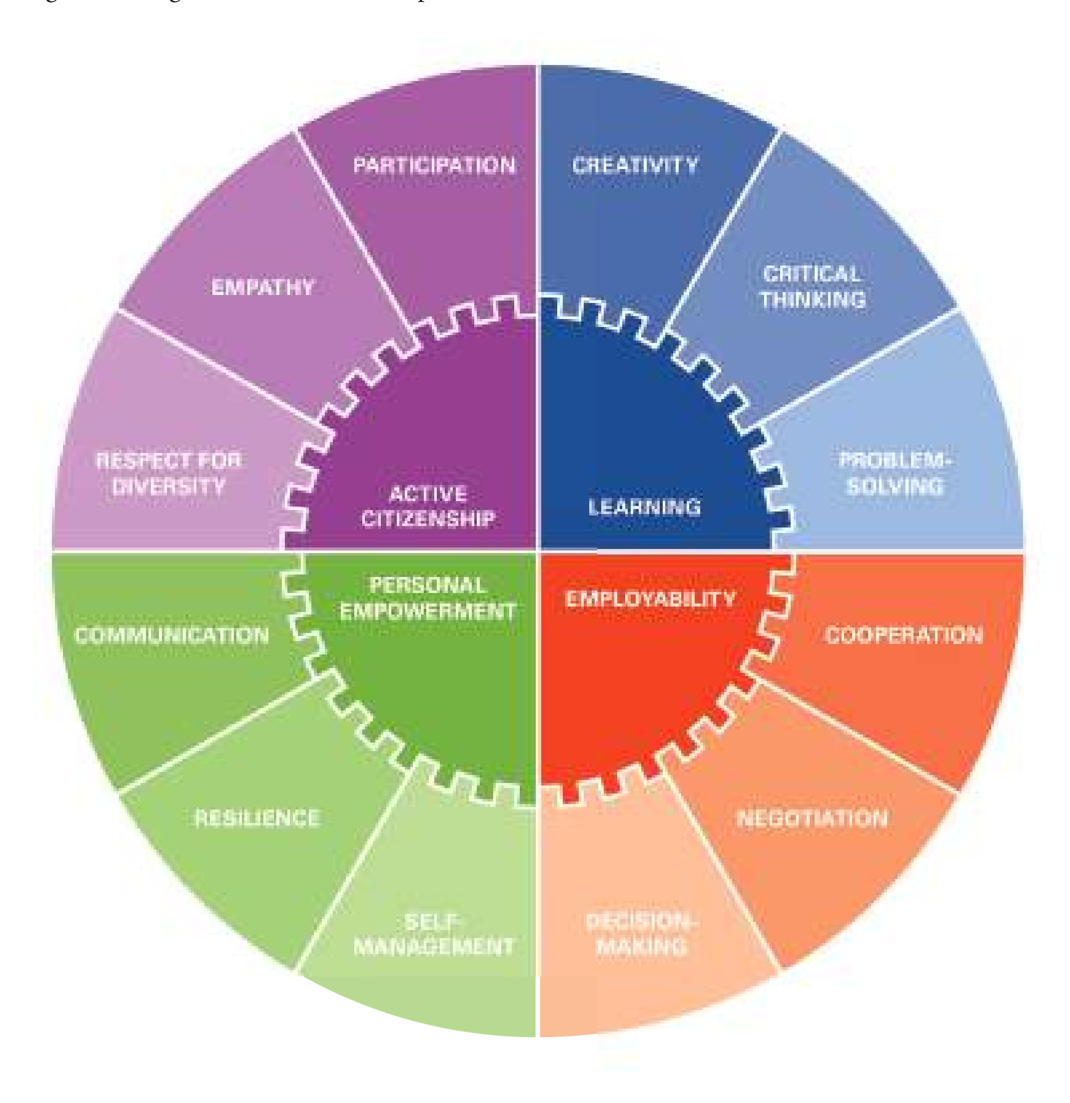
This curriculum guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Life Skills

The Center for Curriculum and Instructional Materials Development Center at the Ministry of Education has established the General Framework for the General and Technical Education Curricula planned for 2018/2030. The specifications of the framework aimed to develop a creative and innovative citizen who will continue to teach and learn, coexist in harmony with others, who is an effective leader and positive follower proud of his country and heritage, who adheres to his/her values, who has a competitive spirit and faith in work values and who is a promoter of the principles of entrepreneurship.

To achieve the specifications, 14 life skills were identified that must be acquired by each child. These skills are based on the 12 core skills developed by the Life Skills and Citizenship Education in the Middle East and North Africa (LSCE-MENA) initiative, led by UNICEF in collaboration with partners at country, regional, and global levels.

Two additional skills were identifi ed as relevant to the Egyptian context: productivity and accountability. Productivity is classifi ed under the Learning to Do employability skills, and Accountability is under the Learning to Live together, active citizenship skills.



The Life Skills are classified into four learning dimensions:

- **Learn to Know:** learning skills (critical thinking, creative thinking, problem solving)
- **Learn to Do:** employability skills (cooperation, decision making, negotiation, productivity)
- **Learn to Be:** personal empowerment skills (self-management, accountability, communication, resilance)
- **Learn to Live Together:** active citizenship skills (participation, empathy, respect for diversity)

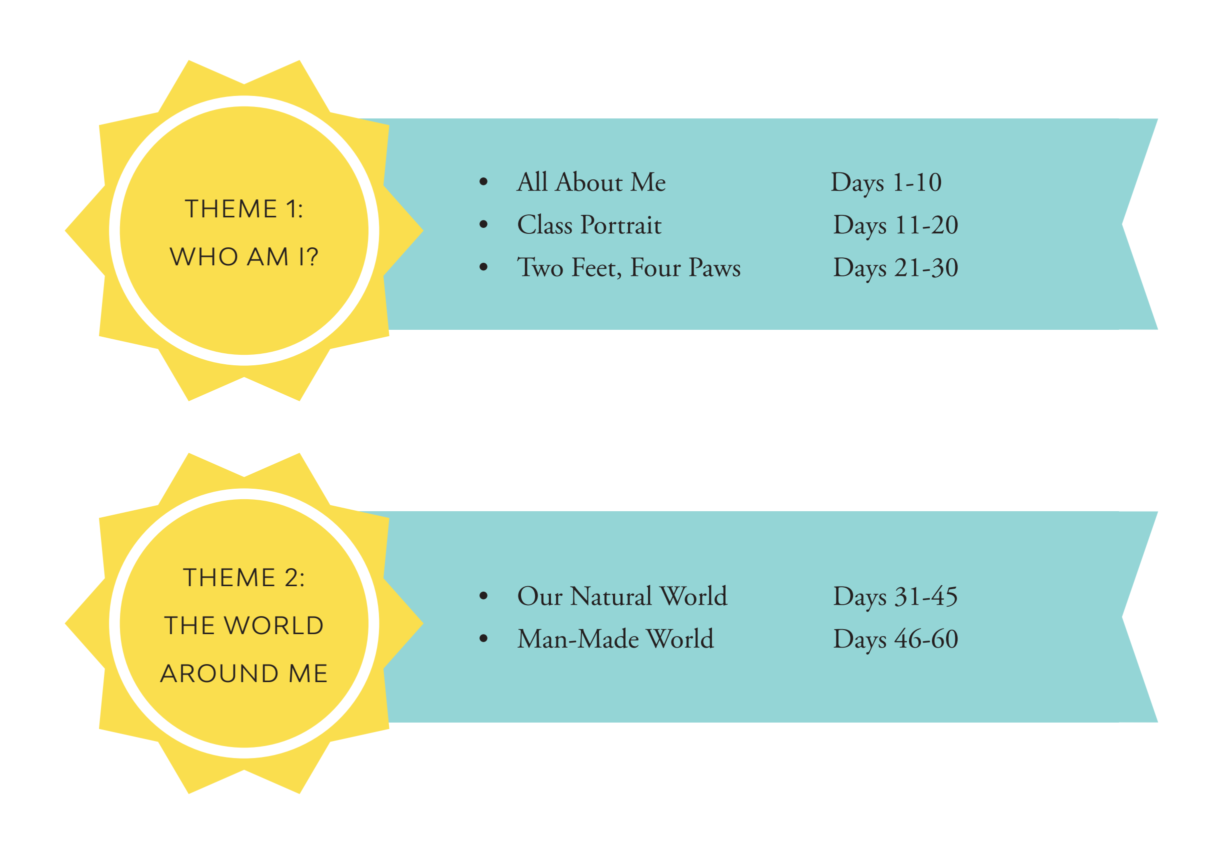
National and Global Issues



The framework also consists of five main issues: environment and development, health and population, globalization, non-discrimination and citizenship. The curriculum is based on the life skills and local, global issues and challenges within integrated areas of study rather than the separate educational subjects. While life skills are a daily part of the curriculum, each skill will be targeted as the students progress from KG1 through Primary 6.

Several teaching approaches are utilized to support the development of life skills including solving problems, working in teams, participating in play, and completing projects. These approaches allow students to develop life skills through the use of inquiry-based instructional strategies and interactions with peers.

MULTI KG2 First Term Pacing Calendar



KG 2 Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
WHO AM I?	1	DISCOVER All About Me	DISCOVER All About Me	DISCOVER All About Me	LEARN All About Me	LEARN All About Me
	2	LEARN All About Me	LEARN All About Me	SHARE All About Me	SHARE All About Me	SHARE All About Me
	3	DISCOVER Class Portrait	DISCOVER Class Portrait	DISCOVER Class Portrait	LEARN Class Portrait	LEARN Class Portrait
	4	LEARN Class Portrait	LEARN Class Portrait	LEARN Class Portrait	SHARE Class Portrait	SHARE Class Portrait
	5	DISCOVER Two Feet, Four Paws	DISCOVER Two Feet, Four Paws	LEARN Two Feet, Four Paws	LEARN Two Feet, Four Paws	LEARN Two Feet, Four Paws
	6	LEARN Two Feet, Four Paws	LEARN Two Feet, Four Paws	SHARE Two Feet, Four Paws	SHARE Two Feet, Four Paws	SHARE Two Feet, Four Paws
THE WORLD AROUND ME	7	DISCOVER Our Natural World	DISCOVER Our Natural World	LEARN Our Natural World	LEARN Our Natural World	LEARN Our Natural World
	8	LEARN Our Natural World	LEARN Our Natural World	LEARN Our Natural World	LEARN Our Natural World	LEARN Our Natural World
	9	LEARN Our Natural World	LEARN Our Natural World	LEARN Our Natural World	SHARE Our Natural World	SHARE Our Natural World
	10	DISCOVER Man-Made World	DISCOVER Man-Made World	DISCOVER Man-Made World	LEARN Man-Made World	LEARN Man-Made World
	11	LEARN Man-Made World	LEARN Man-Made World	LEARN Man-Made World	LEARN Man-Made World	LEARN Man-Made World
	12	LEARN Man-Made World	LEARN Man-Made World	SHARE Man-Made World	SHARE Man-Made World	SHARE Man-Made World

Instructional Strategies

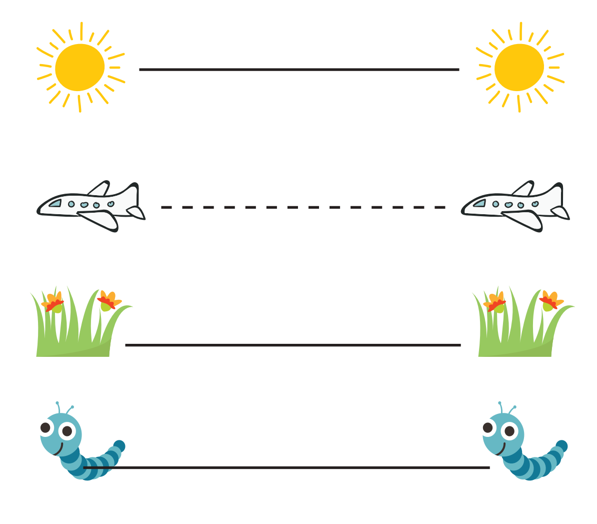
INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a Brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem solving.
Calling Sticks	Teacher writes names of students on popsicle sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Can You Guess My 2-1-4?	Gather 2 facts, 1 clue, and 4 images about a topic. Present the facts to students one at a time. Have students discuss the facts and make predictions about what the topic might be. Move on and share the clue. Ask students to refine their predictions based on the new information. Finally, share images. Ask students to share their predictions, providing justifications for their predictions. This strategy engages students and encourages students to make predictions with limited (but increasing) amounts of information.
Charades	Teacher organizes students into small groups. One student silently acts out a concept so that his team can guess what he/she is acting out. Students take turns acting out concepts. This strategy promotes critical thinking, careful observation, and prediction.
Choral Reading	Choral reading is a literacy technique that helps students build fluency. During choral reading a group of students reads a passage out loud together with the teacher. If possible, the teacher points to the words as they are being read and students point to the words if written in workbooks. This technique allows students to practice fluency without the pressure of reading solo. It also supports students' confidence in reading and speaking out loud.
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Count Off	Teacher breaks students into groups by having students count off to a certain number. It's important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts one, the next student says two, the next says three and the next student starts over at one, etc. When all students have counted, tell all the number ones to meet together, all the number twos and then all the number threes. This strategy enables time-efficient grouping and reinforces conceptual number use.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Four Corners	Each of the Four Corners of the room corresponds to a possible opinion about a thought-provoking statement. Teacher may post a picture or a prompt in each corner of the room to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the room or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Half the picture	Given half of a picture, students predict what the rest of the picture will look like and draw it. This strategy requires students to use new information to complete an image. This active learning strategy ensures that students are building on prior knowledge and assimilating new knowledge.
Hands Up	Teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention getting signal.
Hands Up, Pair Up	Students stand and walk around the room quietly with one hand raised in the air. The teacher says "Stop--Pair Up". Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as partner. Students can easily find each other and pair up.
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
Imagine That	Teacher describes a person, animal, plant, or situation for students to act out. Students imagine that they are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory. (See also: Charades to add a guessing element.)
I See Very Clearly	Teacher tells students he/she sees something. Students guess what it is as teacher gives students clues. Students use observation and listening skills to guess correct object. This strategy emphasizes use and identification of object properties and characteristics.
Jigsaw	Organize students into "expert groups" of 4-6 (e.g., groups of six named A, B, C, D). Assign each group a topic or segment of information to learn. Give students time to learn and process their assigned segment. Then, rearrange students into new groups that include one student from each former "expert" group (e.g., six new groups that include one student from A, one from B, etc.). In the new groups, each student shares information on their expert topics with the rest of the group. This strategy reinforces the concept that learning is a group activity and encourages working together over competition.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
KWL Chart	A three-column chart that is used for the duration of a topic of study. It can be used whole group, small group, or individually. Column 1 (Know) contains answers to: What do students already know? Column 2 (Want) contains notes on what students Want to know (questions that they have). This column can be added to throughout the study. Column 3 (Learned) contains notes on what students have Learned and is added to periodically throughout a given topic of study. This strategy reinforces the idea that we bring what we already know into new learning situations, and that as we learn new questions often arise. It also reinforces the skill of taking notes.
Lean and Whisper	Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the shoulder partner strategy.
Number Sign	Teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two or three fingers in response to the question asked. Teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pair/share	Students work collaboratively with a partner to solve a problem or answer a question. This strategy asks students to think individually about a topic or answer and then share their ideas and thoughts with a classmate.
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and say the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same popcorn activity.
Role Play	Students pretend to be someone else - another student or another person - taking on the actions and dialogue of that person. Role-playing can also be done when speaking as a puppet. This strategy promotes empathy and respect for differences.
Shake It Share It High Five	Students move around the classroom until teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they don't sit near.
Shoulder partners*	Students lean and talk quietly with the person sitting next to them. Shoulder partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 -with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle). *See "Lean and Whisper" and "Turn and Talk" for further breakdown for KG1.
Sky Writing**	Teacher or student uses two fingers and straight arm to write a number or letter in the air. For numbers and letters, sky writing can include a grid (lines designated by clouds, a plane, grass, and a worm) that helps break down the direction of each stroke. This strategy allows students to learn and practice what numbers and letters look like before writing with a pencil. **See Sky Writing Procedure section for more information.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Talking Sticks	Students sit in a small group. Teacher gives one student a talking stick (this can be anything-a pencil, actual stick, etc.). Only the student with the stick may speak. The student can then pass the stick to the next person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This strategy is used to compare and contrast.
Think Aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking they can use in an upcoming activity.
Think Time	Teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15-30 seconds to think to themselves before calling on anyone to provide an answer to the class.
Thumbs up	Teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Tree Map	A tree map is used for classifying and grouping. The top horizontal line contains the topic. The second horizontal line has as many branches as needed for subgroups that exist within the main topic. The overall structure of a tree map visually shows students the distinctions and connections between various topics.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a Shoulder Partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarizes differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.
Wait time	Similar to the think time strategy, the teacher waits at least 7 seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Whisper	Teacher can provide whole class verbal processing time by allowing students to respond to a question by Whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Word Web	Teacher writes the main topic in a center circle, then creates lines coming out from the circle to record key details about that main idea. This strategy encourages students to more deeply understand a topic and allows students to see how facts or pieces connect back to a larger topic.

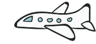
Sky Writing Procedure



Teacher will need dry erase or chalkboard with these lines:

The lines should always be referred to by their name, even if the icons are not on regular lined paper. Before writing students should identify where each line is located.

 is called the "Sky Line"

 is called the "Plane line"

 is the "Grass Line"

 is the "Worm Line"

Sky Writing posture: standing with dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder when Sky Writing.

The teacher writes on the lines and says the steps out loud. Then, students trace the number in the air, saying the steps out loud with the teacher. Repeat each number.

Example: steps to say out loud for Sky Writing the number 1.

"Start at the Sky Line, go straight down to the grass line."

KINDERGARTEN II

Multidisciplinary

Who Am I?

Chapter 1

All About Me

Theme Overview

Who Am I?

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will begin exploring Who Am I? by first discovering what they already know and what they wonder about themselves. Students will begin to compare themselves to others, finding similarities and differences. Students will categorize shapes, items and colors. Students will practice counting as a whole group. As students share their ideas, students will use conversation with peers to express ideas.	3
Learn	Students will learn more about traits and honoring each other's similarities and differences. They will practice using the terms, "I am, I have, I like, This is, I can". The skill of counting will be continued as students work toward one to one correspondence on their own. Shape will be used to draw representations of themselves and their favorites. Students will read text with guidance and add details to drawings that support the story. Puppets will be created by the students and used to **Role Play** situations.	4
Share	Experiences during Discover and Learn will enable students to create a poster that represents their own uniqueness. Students will guide the teacher in creating his/her own poster, and then use that information to help students make their own. To create the poster, students will first draw and/or write about their favorite things. Students will next draw a picture of themselves highlighting their personal traits. The final poster will be created and shared within the group.	3

Life Skills Addressed

Who Am I?

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Demonstrate basic knowledge of each letter and its corresponding sound.
- Recognize individual words within a spoken sentence.
- Use illustrations in a story to describe its characters, setting, or events.

LANGUAGE: VOCABULARY ACQUISITION AND USE:

- Use frequently occurring nouns and verbs.
- Form plural nouns orally.
- Understand and use question words.
- Sort common objects into categories.

WRITING:

- Write his/her name.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details and provide additional detail with prompting and support.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use frequently occurring adjectives, conjunctions, and determiners.
- Find words with similar rhythms.
- Pronounce short and long vowel sounds.

MATH:

- Count objects to tell how many there are.
- Count numbers up to 15, as a symbol, meaning, comparing, arranging.
- Read and write numerals from 0 to 20.
- Make equivalent (equal) sets.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Compare orally between length and weight and size using longer than/shorter than, heavier/lighter, bigger/smaller.
- Classify objects into given categories (for example length, weight, size, color) and sort categories by count.
- Describe objects in the environment using names of shapes.
- Correctly use terms such as above, below, beside, in front of, behind and next to.
- Correctly name 2-dimensional shapes (circle, triangle, square, rectangle).

LIFE SCIENCE:

- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using 5 senses and trying things out.
- Observe and describe similarities and differences in humans (eye color, skin color, hair color).

ECONOMICS AND APPLIED SCIENCE: *FAMILY RELATIONSHIPS AND SAFETY OF THE COMMUNITY:*

- Use proper etiquette when communicating with others.
- Seek friendship with others
- Orally produce complete sentences in shared language
- activities.

SOCIAL STUDIES:

- Express self in a diversity of ways.
- Describe rights and responsibilities of being a participating member of a family and school.
- Apply general rules and ethics in life.
- Work with classmates to solve problems.

ART:

- Identify the primary colors (red, blue and yellow).
- Predict what color they will create when mixing two or more colors.
- Draw geometric shapes (e.g., square, triangle, circle, rectangle).

DRAMA:

- Identify the parts of the face of a puppet.
- Distinguish between boy and girl puppets.
- Count the number of puppets in the classroom.
- Respect the performances of classmates.

EDUCATIONAL MEDIA:

- Identify and announce current events.
- Express personal opinions about events in the local environment.
- Create an album about favorite things.

CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Focus on new vocabulary as they are introduced to the theme. • Explore circles and squares followed by creating original artwork. • Practice counting with one-to-one correspondence. • Discover how they are unique. • Express ideas clearly during discussion and listen to others respectfully.
2	**DISCOVER: Students will:** • Classify objects (shapes) into given categories. • Practice counting with one-to-one correspondence. • Create a portrait drawing of themselves using shapes and colors..
3	**DISCOVER: Students will:** • Further describe similarities and differences in humans. • Students practice utilizing the phrases, “I have,” “I Like,” “I can.” • Create drawings that illustrate unique qualities and attributes.
4	**LEARN: Students will:** • Explore shapes and create original artwork. • Practice counting with shapes. • Learn the primary colors and explore color combinations.
5	**LEARN: Students will:** • Read a simple story with teacher assistance. • Ask and answer questions to demonstrate comprehension. • Reflect on the importance of a national building. • Utilize shapes to draw a picture of a structure.
6	**LEARN: Students will:** • Use illustrations to add detail to a story. • Practice reading and looking for details in a story. • Write numerals.
7	**LEARN: Students will:** • Identify the parts of a puppet. • Make a puppet to represent themselves. • Practice speaking with their puppets.

LESSON	INSTRUCTIONAL FOCUS
8	**SHARE: Students will:** • Synthesize learning from previous lessons. • Practice speaking and listening skills as they review similarities and differences. • Create a poster to illustrate unique qualities and attributes.
9	**SHARE: Students will:** • Focus on their unique attributes to complete their All About Me poster.
10	**SHARE: Students will:** • Present posters to classmates. • Demonstrate appropriate listening and speaking skills.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Focus on new vocabulary as they are introduced to the theme. • Explore circles and squares followed by creating original artwork. • Practice counting with one-to-one correspondence. • Discover how they are unique. • Express ideas clearly during discussion and listen to others respectfully.	• Same • Different

MATERIALS

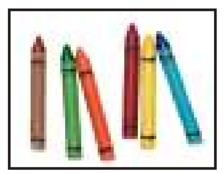
Student Book



Pencils



Crayons





Discover (90 mins)

Directions

1. Introduction: Welcome students to the beginning of the year. The approach you will be taking in this unit of study is new to students, so use this time to excite them and give some background for how you will all work together.

TEACHER SAY: Welcome to a new school year! This year, we will be learning a bit differently. We are going to start the year out with thinking about ourselves. We will be working on a theme called "Who Am I?" A theme means that all of our learning will be connected and it will all relate back to the question "Who Am I."

When I ask the question, Who Am I, what do you think?

TEACHER DO: Take 3-4 responses. Allow for creativity – some students may offer literal explanations (I am a girl, I am a student, I am an Egyptian). Push students to also consider family relationships, roles and responsibilities, etc.

 **STUDENTS DO:** Offer responses.

TEACHER SAY: We will be learning about how we can describe ourselves, our family and our school community. You will be sharing your ideas with me, with the whole class, and with your Shoulder Partner. Your Shoulder Partner is the student sitting next to you. When I ask you to talk with your Shoulder Partner, lean in and talk quietly with the student sitting next to you.

2. TEACHER DO: One of the first topics you will address are the ways students are the same and different. It is important to model student expectations regarding sharing with the class and listening to peers. Choose two students. Ask them to come to the front of the room.

TEACHER SAY: Thank you for helping our class. We are going to start learning about ourselves today by seeing how we are alike and different from others. We are all similar in some ways but we have individual qualities that make us special.

TEACHER DO: Identify one or two ways the two students are similar. Ask students to give other examples.

TEACHER SAY: ___________ and _________ are the same height, have the same hair color, are wearing the same uniform, etc. .
Now, it is your turn, how else are they the same? I want you to share your ideas of how these two students are the same with your Shoulder Partner. Remember to take turns talking and listen to each other respectfully.

TEACHER DO: Make certain students understand the meaning of 'same' and 'alike' by giving appropriate examples. Choose two or three other students and repeat the process.



STUDENTS DO: Turn to their Shoulder Partner to share ideas with each other, and should be ready to share some of their responses with the whole class.

3. TEACHER DO: After students have demonstrated the understanding of how they are the same, discuss differences.

TEACHER SAY:
We are the same in many ways. We are also different.
Can you think of ways that the students ___________ and _________ are different?



STUDENTS DO: Turn to their **Shoulder Partner** to share how they are different, and be ready to share some of their responses with the whole class.

4. TEACHER DO: Use the discussion of differences to start to explore the idea of uniqueness and the responsibility of students to value difference. This is an abstract concept and might be difficult for some students to express. You may want to scaffold by highlighting skills like being able to play a musical instrument, etc.

TEACHER SAY: Let's think of ways that each of us is different. We are all special. Can you think of some ways that you are special because you are different? Think first. Then share with your Shoulder Partner. Remember to listen and take turns.



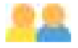
STUDENTS DO: Share ideas, listen to peers.

5. TEACHER DO: Use the classroom to further illustrate the concept of similarities and differences. This is a much more literal activity and should allow students to express themselves in concrete terms.

TEACHER SAY:
You are already seeing how we are the same and different. Let's now find things in the room that are the same. I have some ideas.

TEACHER DO: Suggest something that is the same in your classroom such as: Your uniforms are the same… the books on the shelf are alike, etc. This activity can help you assess if students have basic understanding of colors, sizes, placement, orientation, etc.

TEACHER SAY: Talk to your Shoulder Partner. How are the items you notice the same?



STUDENTS DO: Turn to **Shoulder Partner** and discuss.

6. TEACHER DO: Look around the room to find things that are the same color. Lead students to identify items in the room that are the same color. This will help you assess if the students can name their colors. Repeat with several examples.

TEACHER SAY: Do you see what I see? I see the _____ and the______. How are they the same?



STUDENTS DO: Possible answer: The book and the pen are blue.

7. TEACHER DO: Next, have students lead the discussion. Use **Calling Sticks** to select students to share their ideas.

TEACHER SAY: Now it's your turn. Look around the room for things that are the same color. I have all of your names written on these sticks. When I call your name, be ready to share things you see in the classroom that are the same color.



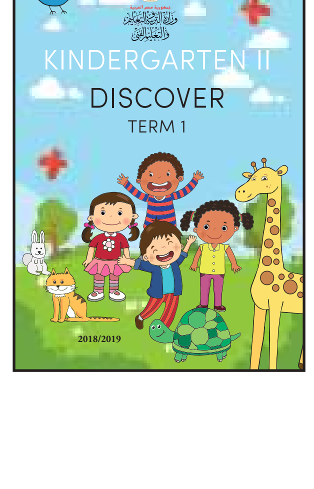
STUDENTS DO: Share ideas.

8. TEACHER DO: Now that students are comfortable identifying items of the same color, practice counting objects up to the number 3. As you point to objects, students should count with you.

TEACHER SAY: Let's see if we can find three things in our room that are (name of color). Let's count them together. When I point to something, help me count.



STUDENTS DO: Count along with the teacher.



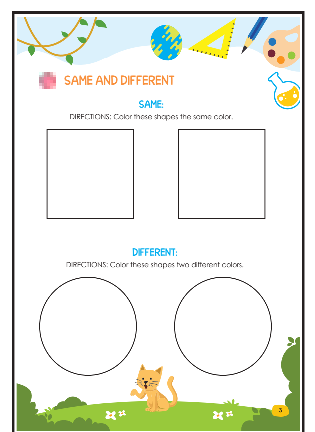
9. TEACHER DO: Once items have been counted, write the number 3 on the board and the color of the item. Repeat this process with two more colors.

10. TEACHER DO: Introduce the student book. You may choose to distribute the student books to students to take back and forth daily, or you may keep them in the classroom for students to use only at school.

TEACHER SAY:
This student book will help us draw and remember what we learn.
When we finish we can show our families our hard work.

TEACHER DO: Pass out 1 student book per student, crayons and pencils.

11. TEACHER DO: Make certain all students are turned to page 2, Same and Different, in student books.



TEACHER SAY: In your student book you will be able to show what you know. What are the new words we learned?

TEACHER DO: Write the words 'same' and 'different' on the board.



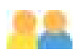
READ ALOUD: Same and Different.
Same: Directions: Color these shapes the same color.
Different: Directions: Color these shapes two different colors.



STUDENTS DO: Complete student book page 3.

12. TEACHER DO: When everyone has finished, students share the colors they chose with their **Shoulder Partners**.

TEACHER SAY: Share the colors you chose with your Shoulder Partner. Also look for something that is the same color in our classroom. Point to that object and show your partner while you are talking.



STUDENTS DO: Share the student book, point to an object of the same color in the classroom.

13. Closing: Thank students for their work. Ask them to turn to their Shoulder Partner and thank them for sharing their ideas.

TEACHER SAY: Today we shared our ideas. What did you learn from your partners? Thank your partners for helping you learn.



STUDENTS DO: Share ideas and thank partners.

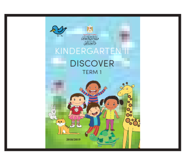
Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Classify objects (shapes) into given categories. • Practice counting with one-to-one correspondence. • Create a portrait drawing of themselves using shapes and colors.	• Shape • Circle • Square • Small • Large • Portrait

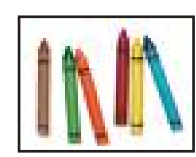
MATERIALS

Student Book   Pencils   Crayons











Discover (90 mins)

Directions

1. Introduction: Use the beginning of class to review previous learning. Review same and different. Use examples that are appropriate for your students/class.

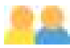
TEACHER SAY: ________ and _________ are the same. Who can tell us how they are the same?

TEACHER DO: Allow 2 or 3 answers, and then ask for examples about how students are different.

2. TEACHER DO: Introduce shapes. As this is the beginning of school, you may need to remind students of learning from KG1. It is not necessary for students to master the mathematical definitions of different shapes, but to merely recognize shapes in their surroundings.

TEACHER SAY: Today we will be thinking about shapes that we see almost every day. Can you tell me what shape I am drawing?

TEACHER DO: Draw a circle in the air with your hand. If drawing a circle is not clear, you may want to draw on the board or in the sand outside.

 **STUDENTS DO:** Recognize that the shape is a circle.

TEACHER SAY: Yes – this is a circle. Can you draw a circle too? Draw a circle in the air.

 **STUDENTS DO:** Draw a circle in the air.

3. TEACHER DO: Ask students to identify circles around the room. As students name the circles, identify them as small or large. Allow students to share with partners, or call on students.

TEACHER SAY: Let's try to find circles in the room. As you find a circle, tell your partner if the circle is small or large.



STUDENTS DO: Point to and identify circular shapes in the classroom. Classify circles as small or large.

4. TEACHER DO: Students should be able to count to 3 at this point in the school year. Count three circles the class finds around the room.

TEACHER SAY: Count with me as I count the circles. Let's find 3 circles.

TEACHER DO: Write the number 3 on the board. If there are not 3 circles in the room, draw three circles on the board to practice counting.

Note to teacher: Students may have varying experiences with shapes. Before moving on you may wish to repeat the above steps with squares, triangles or rectangles, depending on the readiness of your students. Students do not need to have mastered the mathematical definitions of shapes in order to proceed.

5. TEACHER DO: The activities outlined in the next steps are leading students to classify objects into categories and to think critically about size of objects.

TEACHER SAY: What other shapes do you know already? Let's make a list and draw shapes that we already know.



STUDENTS DO: Students may have varying experience with shapes.

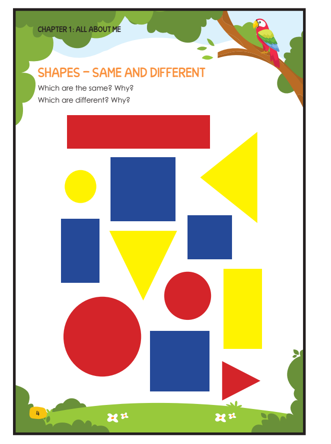
TEACHER SAY: Thank you for sharing what you know. Let's think about how the shapes are the same and how the shapes are different. Remember that we talked a lot about same and different in the last lesson.

TEACHER DO: Engage students in a discussion that focuses on color, size and shape. Encourage students to classify shapes as bigger than or smaller than others, and to correctly name the colors of shapes. Students may not know the difference between squares and rectangles, but should be able to note that these two shapes are alike and that circles have different attributes.

TEACHER SAY: When we observe objects we can describe them using our sense of sight. What can you observe using your sense of sight? I will call on a few volunteers.



STUDENTS DO: Share ideas.



6. TEACHER DO: Instruct students to turn to page 4 Shapes – Same and Different in the student book. There are multiple interpretations to the answers on this page. Use the time while students are talking to their **Shoulder Partners** to circulate and listen for different ways students classify and sort the objects.

READ ALOUD:
Shapes – Same and Different. Which are the same? Why?
Which are different? Why?

TEACHER SAY: We have talked about how shapes can be the same and different. Now it's your turn to decide how shapes are alike and how they are different.
Look at the page in your student book with many shapes on it. Talk with your Shoulder Partner and decide which shapes are the same and which are different. Be prepared to explain why.



STUDENTS DO: Describe similarities and differences. Examples may include grouping all circles together, or all objects of one color, or organizing by size.

7. TEACHER DO: Be prepared to share some of what you heard students discussing. Take the time to correct students if they use incorrect names for shape, however, mastering the names and definitions of shapes is not the intent. Students are using the shapes to classify and sort.

TEACHER SAY:
Some of you grouped the shapes by color. Some of you grouped the shapes by size. Some of you grouped the shapes a different way. Can someone explain what other ways we could group the shapes?

 **STUDENTS DO:** Students explain their thinking.

8. TEACHER DO: Introduce the idea of using shapes to create drawings. You will also be introducing primary colors.

TEACHER SAY: **I wonder if we can use shapes when we draw. Let's all think about something that we see every day – ourselves! We look at ourselves in the mirror and see our faces every day. We all have shapes in our faces.**
Look at me. Do you see any shapes in my face?

 **STUDENTS DO:** Describe shapes in the teacher's face. Examples might include circles for eyes, etc.

9. TEACHER DO: Students will be creating a simple self-portrait using shapes. Ask students what needs to be drawn on a portrait.

 **STUDENTS DO:** Students identify the eyes, nose, mouth, ears, hair.



TEACHER SAY: **I wonder if we can draw a picture of ourselves with the shapes we have observed. Share some ideas about using shapes to draw our faces with your Shoulder Partner.**

 **STUDENTS DO:** Share with partners.

TEACHER DO: Direct students to the student book page 5, Self Portrait, to draw their faces using shapes. Have students use a pencil to draw and then color when finished.

 **READ ALOUD:**
Draw your face. Use shapes!

 **STUDENTS DO:** Use shapes to draw in student book page 5.

10. Closing: Tell students you are proud of their work. Ask students to share their drawings with their Shoulder Partner and tell what they like best about the drawings.

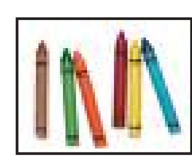
TEACHER SAY: **Thank you for working together. You practiced good listening skills. You used your senses of observation. Show your partner your drawing. Listen. Tell your partner what you like about his/her work. Then switch. Take turns.**

 **STUDENTS DO:** Share artwork. Listen. Give positive feedback.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Further describe similarities and differences in humans. • Students practice utilizing the phrases, "I have," "I Like," "I can." • Create drawings that illustrate unique qualities and attributes.	• Same • Different • Younger • Older • Unique

MATERIALS

Student Book	Pencils	Crayons
		



Discover (90 mins)

Directions

1. Introduction: Use the beginning of class to review previous learning and to engage students. Ask students to share where they have seen shapes in the environment.

TEACHER SAY: Yesterday we talked about shapes. When you go to and from school, or are at home, do you see shapes? Think about what shapes you see every day. I will call on a few students for responses after you have time to think.



STUDENTS DO: Offer possible responses: I saw a square at my house. A window was a square. I saw a circle at the market. Bread is a circle.

2. TEACHER DO: Transition into going deeper into observations about how humans are alike and different. Use the strategy, I See, Very Clearly. Choose traits that are easy for students to differentiate, such as length of hair, color of clothing, etc.

TEACHER SAY:
We are going to start learning about ourselves today by seeing how we are alike and different from others. We are all similar in some ways but we have individual qualities that make us special. Let's play, "I See, Very Clearly." I will say something I see and you tell me what you think it is. I will give you clues. When you think you know what I see, raise your hand quietly and I will call on you. I See, Very Clearly how (student's name) and (student's name) are the same today.



STUDENTS DO: Possible response: ___and ___ both have short hair.

TEACHER DO: After you have modeled the game a few times, invite students to give the clue.

3. TEACHER DO: Guide students to think about their own attributes.

TEACHER SAY: We have talked about how we are the same and how we are different. Let's learn about each other. Some things about us are things we like, or things we can do. Some things about us describe who we are.
Let's try to discover as many things as we can about our class!
Listen and follow my direction.

TEACHER DO: Use ideas you have that will help students see their differences. Focus on both attributes (hair length, color, eye color) and abilities/preferences (like to read, can play a musical instrument, favorite foods, playing sports, etc.)

TEACHER SAY: Stand up if you are a boy/girl.

 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Thank you, now let's all sit down.

TEACHER SAY: Raise your hand if you have short hair.

 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Raise your hand if you have ____ eye color.

 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Raise your hand if you have at least one older sister or brother.

 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Raise your hand if you like to read.

 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Raise your hand if you like to eat falafel.

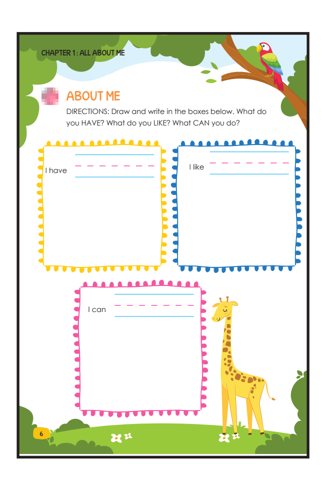
 **STUDENTS DO:** Students participate by following directions.

TEACHER SAY: Raise your hand if you can play a musical instrument.

 **STUDENTS DO:** Students participate by following directions.

4. TEACHER DO: Give students time to practice the sentence structures of "I have", "I like" and "I can." Depending on the ability of your students, some may be ready to read these frequently occurring phrases. Write the phrases on the board so that students can associate the written phrases with the descriptive phrases.





TEACHER SAY: Let's practice describing ourselves. Repeat after me
We can say – I have… (provide an example and pause for students to repeat)
We can say – I like … (provide an example and pause for students to repeat)
We can say – I can… (provide an example and pause for students to repeat)

 **STUDENTS DO: Repeat after teacher.**

5. TEACHER DO: On student book page 6, About Me, students will draw pictures of themselves showing I have, I like and I can. Ask students to practice **Whispering** the phrases aloud – example "I have brown eyes," "I like reading," "I can ride a bicycle." If students are able, they may add words to the lines provided. You may also wish to write common responses on the board so students can copy the spelling, etc. Writing is not necessary if students are not ready. Circulate in the room as students are working to assist and give positive reinforcement.

TEACHER SAY: On the next page in our student books, we are going to draw pictures to show what we HAVE, what we LIKE and what we CAN do. While you are drawing, practice saying the phrases. Whisper to yourself and be ready to share with your Shoulder Partner when you are finished.

STUDENTS DO: Use student book to draw pictures. Practice saying “I have…” “I like…” and “I can …”

6. Closing: Remind students that we may have different drawings about ourselves, but that we are all special. Ask students to share drawings with Shoulder Partner. Highlight the work you saw students doing by sharing examples.

TEACHER SAY: I saw so many special drawings. I saw students who have brown eyes. I saw students who like playing football. I saw students who can ride a bike. Turn to your Shoulder Partner and share what you drew. Listen and then switch so everyone gets to share.

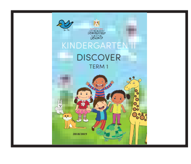
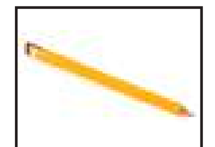
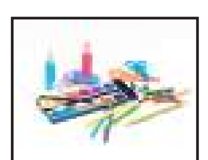


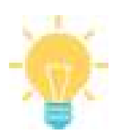
STUDENTS DO: Share with **Shoulder Partners** and listen to peers.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Explore shapes and create original artwork. • Practice counting with shapes. • Learn the primary colors and explore color combinations.	• Unique • Primary colors

MATERIALS:

Student Book	Pencils	Crayons	Chart Paper or Blackboard	Chalk or Markers	Paint supplies if available.
					



Learn (90 mins)

Directions

1. Introduction: Students have spent the past three days discovering ways to describe similarities and differences. Today you will transition into providing more background information about shapes and colors.

TEACHER SAY: Yesterday we drew pictures to show some ways we are unique. That word, unique, means that we are all special in our own ways. Let's all say the word together "unique." Then look at your Shoulder Partner and tell him/her that you are unique. Say "I am unique!"

 **STUDENTS DO:** Repeat the word. Repeat the phrase.

2. TEACHER DO: Transition students to thinking about the concept of favorites.

TEACHER SAY: One way that we are unique is that we have different favorite things. For example, my favorite food is _______. Turn to your Shoulder Partner and tell each other what your favorite food is.

 **STUDENTS DO:** Share ideas, listen.

3. TEACHER DO: Students are unique if they have special skills or abilities. This might be an abstract concept for some students, so start by introducing the idea of drawing favorite toys. Bring in a sample toy to show them - tell students about this toy. Generate interest via a class discussion.

TEACHER SAY: Do you have a favorite toy? (take several responses)

 **STUDENTS DO:** Participate in the discussion.

**TEACHER SAY: Think about your favorite toy.
Close your eyes and imagine what that toy looks like.**

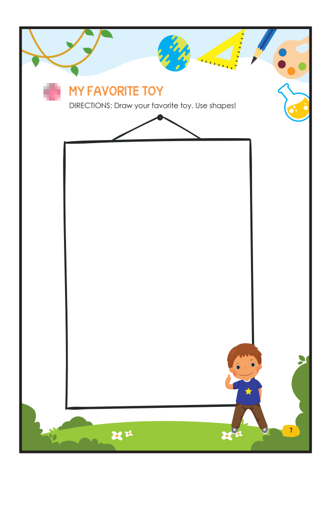
Do you think you see any shapes in your favorite toy?
Raise your hand if your favorite toy has any circles in/on it? (repeat with squares, triangles as appropriate for your students)

 **STUDENTS DO:** Participate and raise hands.

TEACHER SAY: Now we are going to draw our favorite toys.
As you draw, if you include a shape, Whisper the name of that shape.
Let's practice together. My favorite toy used to be a _____ (doll, truck, etc.).

TEACHER DO: Model drawing the face of a doll or the wheels of a truck and **Whisper** – circle.

 **STUDENTS DO: Whisper** along with teacher – circle.



4. TEACHER DO: Direct students to the student books. Students will make a shape drawing of their favorite toy on page 7, My Favorite Toy.

 **READ ALOUD:**
Directions: Draw your favorite toy. Use shapes!

TEACHER SAY: Draw a picture of your favorite toy on page 7 of your student books. Make sure you use shapes. Whisper the names of the shapes as you draw them.

 **STUDENTS DO:** Draw favorite toys making sure to identify the shapes used.

5. TEACHER DO: Now encourage students to count the number of shapes in our drawings. Use a simple drawing of a doll with circular buttons or square shaped glasses as an example.

TEACHER SAY: We can practice counting shapes.
I see shapes in this drawing of a doll.
Two circles.
Four squares.

Note to Teacher: Students count the number of shapes on their drawings up to 4. Remind them to point and count for one-to-one correspondence. They can share drawings and count each other's shapes while waiting for others to complete their work.

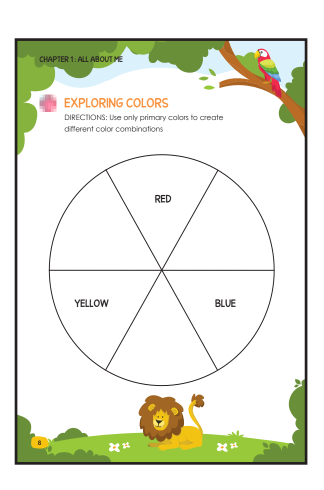
 **STUDENTS DO:** Count shapes and share drawings with other students.

6. TEACHER DO: Transition students from the drawing activity to thinking about colors. The rest of the class period will be spent learning the primary colors and thinking about combinations of colors. If you have paints available, the exploration will work best using watercolors. If you do not have paints, you can use crayons or markers.

TEACHER SAY:
Thank you for drawing your favorite toys. I also have a favorite color. How many of you have a favorite color? Raise your hands.

 **STUDENTS DO:** Participate by following teacher directions.

TEACHER SAY:
There are some colors that are special because they are called the primary colors. What are the primary colors?
Red, blue and yellow.
Let's all say that together: Primary colors are red, blue and yellow.
Primary colors can combine to create new color combinations!



TEACHER DO: As needed, guide students to understand that red+blue=purple, blue+yellow=green, and red+yellow=orange.

7. TEACHER DO: Instruct students to turn to Exploring Colors page 8 in the student book. Provide additional directions for using paints, if available. Distribute materials to students.



READ ALOUD:
Directions: Use only primary colors to create different color combinations.



STUDENTS DO: Explore color combinations, using paints or crayons/markers.

8. Closing: Use the end of class to reflect on learning. This is a routine that you want to practice with students. Ask them to think about what they learned and to share with their partners.

TEACHER SAY: Every day we learn something new! Today you learned more about shapes and about colors. Think to yourself about what you learned. Every day we will end our lesson by thinking about what we learned. Every day we will share what we learned with our partners. I encourage you to share what you learned with your families when you go home also!
First – think about something you learned.
Next – share with your Shoulder Partner. Remember to listen and take turns so everyone gets to share!

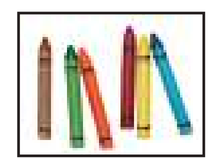
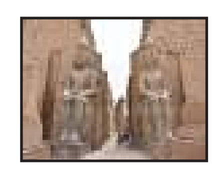


STUDENTS DO: Think. Reflect. Share. Listen.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Read a simple story with teacher assistance. • Ask and answer questions to demonstrate comprehension. • Reflect on the importance of a national building. • Utilize shapes to draw a picture of a structure.	• Structure

MATERIALS:

Student Book	Pencils	Crayons	Picture of a well known Egyptian monument
			

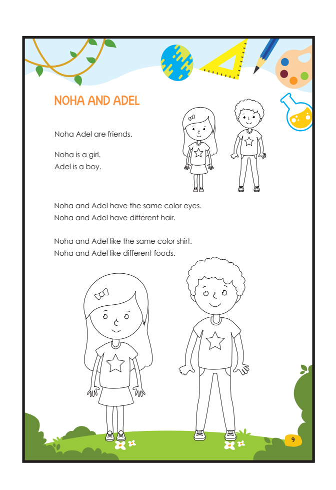


Learn (90 mins)

Directions

1. Introduction: Begin the class by reminding students that they have many ways to describe how humans are alike and different.

TEACHER SAY: Class, we have learned many ways to describe ways we are the same and how we are different. Today we are going to read a simple story about two students. Then we will think and talk about how these students are the same and how they are different.



NOHA AND ADEL

Noha Adel are friends.

Noha is a girl.
Adel is a boy.

Noha and Adel have the same color eyes.
Noha and Adel have different hair.

Noha and Adel like the same color shirt.
Noha and Adel like different foods.

2. TEACHER DO: Instruct students to open to the student book page 9, Noha and Adel. When reading in class with students, you will use the strategy, **I Do, We Do, You Do**. You will read the story once (I do). You will ask students to choral read along with you (We do). Then you will ask students to silently read alone as they are able (You do).



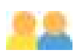
READ ALOUD:
Noha and Adel are friends.
Noha is a girl.
Adel is a boy.
Noha and Adel have the same color eyes.
Noha and Adel have different hair.
Noha and Adel like the same color shirt.
Noha and Adel like different foods.



STUDENTS DO: Listen to the teacher. Read along with the teacher. Read independently.

3. TEACHER DO: Engage students in a discussion using a combination of different comprehension and language questions.

TEACHER SAY:
We just read a story!
What were the two names of the characters in the story?

 **STUDENTS DO:** Say: Noha and Adel.

TEACHER SAY:
Let's count the number of times we read the names Noha and Adel.
Count along with me.

 **STUDENTS DO:** Follow along with teacher counting 6 times each name is mentioned.

TEACHER DO: Point and read the first sentence aloud.

TEACHER SAY:
What was the first word of that sentence?
What was the last word of that sentence?

 **STUDENTS DO:** Participate and answer questions.

4. TEACHER DO: Transition students to think about ways that Noha and Adel are alike and different

TEACHER SAY: **How are Adel and Noha are alike?**
How are Adel and Noha different? Tell your **Shoulder Partner**.

 **STUDENTS DO:** Share ideas with partners.

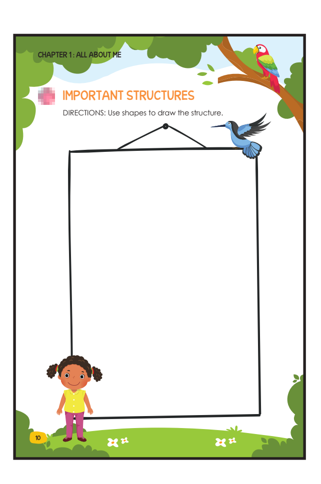
TEACHER SAY:
Tomorrow we will read the story together again. When we read the story again, you will color the picture just like the story tells you.

5. TEACHER DO: Transition from reading to another activity that will help students practice using and recognizing shapes. Many national monuments or important national buildings include shapes as part of the architectural design. Using an image you already have available, show students a national monument or building. A suggestion is to focus on a famous structure or monument in your local area. You could also show select the Cairo Tower or the Grand Egyptian Museum, etc. Name the structure for the students.

TEACHER SAY:
This is _____.
Let's all say it together: _____.
Another word we can use for buildings like this is structure.
Let's all say that word together – structure.

 **STUDENTS DO:** Repeat the word structure.
Does anyone know where this structure is located in Egypt? (accept responses).
Does anyone know why this structure is important in Egypt? (accept responses).

 **STUDENTS DO:** Share responses.



6. TEACHER DO: Explain the important function this monument or building serves in supporting the national values of Egypt. Now, shift students' attention to the architectural design of the building/structure.

TEACHER SAY:
What shapes do you see in this structure?
How can we draw it using the shapes we know?

 **STUDENTS DO:** Possible responses – I see triangle windows. I see a circle on the roof. We can draw a large square and add circles to it.

7. TEACHER DO: Students draw the structure on page 10, Important Structure, in the student book. Remind them to color the drawing, **Whispering** the names of colors and names of shapes as they add details.


STUDENTS DO: Draw the image of the building/structure.

8. Closing: Practice the closing routine with students. Ask them to think first, then share, then listen and then thank their partners.

TEACHER SAY: Today we learned new things! We read a story together. We learned about an important structure in Egypt. We used shapes and colors. Think to yourself about what you learned.
Remember that every day we will end our lesson by thinking about what we learned. Every day we will share what we learned with our partners. I encourage you to share what you learned with your families when you go home also!
First – think about something you learned.
Next – share with your Shoulder Partner. Remember to listen and take turns so everyone gets to share!

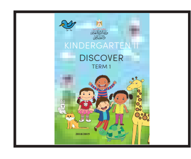
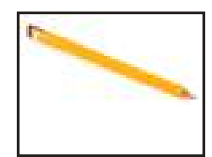
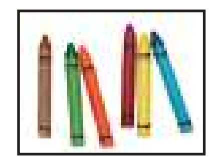
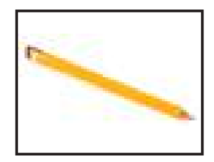

STUDENTS DO: Think. Reflect. Share. Listen.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use illustrations to add detail to a story. • Practice reading and looking for details in a story. • Write numerals.	• Same • Different • Retell

MATERIALS



Student Book	Pencils	Crayons	Straw or Pencil	Scissors	Tape
					



Learn (90 mins)

Directions

1. Introduction: Instruct students to begin the lesson with the story Noha and Adel, page 9 in their student book**s. Review the story with the students. Use the I Do, We Do, You Do strategy. Read the story to the students. Students read the story aloud as a class. Students read independently as they are able.**

TEACHER SAY:
Yesterday we read a story together. Do you think you can read it again today? Let's practice.

 **STUDENTS DO:** Listen to the teacher. Read along with the teacher. Read independently.

2. TEACHER DO: Once the story has been read and reviewed, students will be ready to add details to the pictures in the story. As students are working on their drawings, walk around the classroom asking students to read either to you or with you.

 **STUDENTS DO:** Add color and detail to the larger drawing at the bottom of page 9.

3. TEACHER DO: Ask students to retell the story to each other and share how their illustrations add details. Remind students that we are all different so we all have different ideas.

TEACHER SAY: When we read a story again, we can remember it better. When you don't read the story but you share what you remember, that is called retelling the story. You can retell the story.
Let's all say this together: "I can retell the story."

 **STUDENTS DO:** Repeat the phrase.

TEACHER SAY: Share your drawings with your Shoulder Partner. Retell the story. As you talk, think about why your drawings about the story are different.

 **STUDENTS DO:** Share ideas about their drawings.

4. TEACHER DO: Tell students they will learn more about Adel and Noha today. They will add to drawings to show what they learn about Adel and Noha.

Instruct students to turn to page 11, Noha and Adel, Part 2.Use the **I Do, We Do, You Do** strategy to guide them through the reading. Read the story to the students. Students read the story aloud as a class. Students read independently as they are able.



READ ALOUD:
Adel likes to shoot marbles.
Noha likes to play tic-tac-toe.
Noha is 5 years old.
Adel is 6 years old.



 **STUDENTS DO:** Listen to the teacher. Read along with the teacher. Read independently.

5. TEACHER DO: Engage students with comprehension questions to ensure understanding.

TEACHER SAY: What is Adel's favorite game?

 **STUDENTS DO:** Respond in unison.

TEACHER SAY: What is Noha's favorite game?

 **STUDENTS DO:** Respond in unison.

TEACHER SAY: Do you remember what color shirt you gave Noha and Adel? Go back and look. Add this color to the drawings of Adel playing piano and Noha playing tennis.

 **STUDENTS DO:** Add color to the drawings.

6. TEACHER DO: Focus on the last two sentences so students can practice writing numbers. Write the numbers 5 and 6 on the board for students' reference.

TEACHER SAY: Write how old Adel is on his shirt.
Write how old Noha is on her shirt.
Practice writing the numbers more than once. Use the side of the page to write the numbers.

 **STUDENTS DO:** Write numerals on the character's shirts. Write numerals several more times.

TEACHER SAY: Who is older in the story?

 **STUDENTS DO:** Respond in unison.

7. Closing: Practice the closing routine with students. Ask them to think first, then share, then listen and then thank their partners.

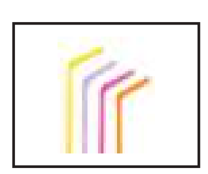
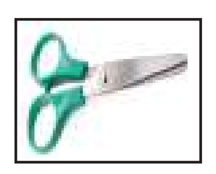
TEACHER SAY: Today we learned new things! We read a story together. We learned how to retell a story. We practiced writing numbers.
Remember that every day we will end our lesson by thinking about what we learned. Every day we will share what we learned with our partners. I encourage you to share what you learned with your families when you go home also!
First – think about something you learned.
Next – share with your Shoulder Partner. Remember to listen and take turns so everyone gets to share!

 **STUDENTS DO:** Think. Reflect. Share. Listen.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	PREPARATION
Students will: • Identify the parts of a puppet. • Make a puppet to represent themselves. • Practice speaking with their puppets.	• Puppet • Long • Short • Curly • Straight • Family • Friend	You will need puppets to use for classroom demonstration. If no puppets are available, use the student book page My Puppet to create one to use as a model.

MATERIALS

Student Book	Pencils	Crayons	Straw or Pencil	Scissors	Tape
					



Learn (90 mins)

Directions

1. Introduction: Use the beginning of class to excite students about the activity. Today students will be making puppets. Students will design the puppet in the student book, but you may choose to allow students to use additional materials or create the puppets on separate paper to facilitate cutting them out.

2. TEACHER DO: Bring out the puppet you made as a model for the students.

TEACHER SAY:
This is my puppet. I made this puppet to look like me.
Do you see the face on my puppet?
Do you see the eyes?
Do you see the mouth?
Do you see the nose?
Do you see the hair?

What do you notice about my puppet? Tell your Shoulder Partner.

 **STUDENTS DO: Share ideas with partners.**

Can you help me by telling me what else I can do to make the puppet like me?

 **STUDENTS DO:** Offer responses.

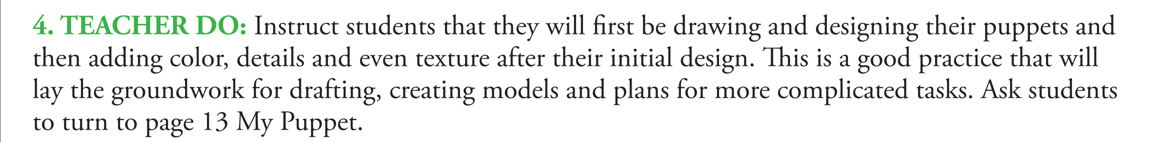
3. TEACHER DO: Engage students to think about how to make a puppet look like them.

TEACHER SAY: Think about how to make your puppet look like you.
What color is your hair?

What color are your eyes?
What shape is your nose?
What shape is your mouth?
Will your puppet be happy or sad?
What color clothing do you like to wear?
Tell your Shoulder Partner how you will start designing your puppet.



STUDENTS DO: Provide responses. Repeat with other questions, examples below.
Is your hair curly or is it straight?
What kind of hair should your puppet have?
Is your hair long or is it short?
What length of hair should your puppet have?



4. TEACHER DO: Instruct students that they will first be drawing and designing their puppets and then adding color, details and even texture after their initial design. This is a good practice that will lay the groundwork for drafting, creating models and plans for more complicated tasks. Ask students to turn to page 13 My Puppet.

Note to teacher: If you have additional materials available for students to create more substantial puppets, feel free to modify the instructions and distribute other supplies.

TEACHER SAY: Use your thinking to design your puppet. Draw first. Take your time.



STUDENTS DO: Begin designing their puppets using student book page 13, My Puppet.

5. TEACHER DO: Demonstrate cutting the puppet out and taping it to the stick. Ask students to show you their work before they cut. Show students how to assemble the puppet by taping to a stick if you have these available.

Note to teacher: You may have some students who struggle with cutting. If you have other students that can help, have them do so after finishing their own work. If you have extra paper in the room, have students practice cutting as they finish other work.



STUDENTS DO: Cut and assemble the puppets.

6. TEACHER DO: Lead a class discussion on puppets.

TEACHER SAY:
What is the name of your puppet?
Is your puppet a boy or girl?
What is your puppet wearing?
Can you write your name on the back of your puppet?



STUDENTS DO: Provide responses. [Encourage students to write their name on the back of the puppet if possible.]

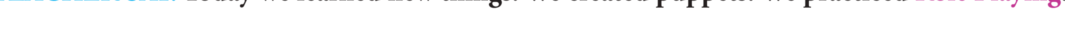
7. TEACHER DO: Tell students they will **Role Play** with puppets and a partner. This time pair students with one partner. Give students ideas to **Role Play**.

a. Pretend one of the puppets is a new student, the other puppet should help them learn the daily routines and procedures of the class.
b. Talk about something they learned in class.
c. Teach the puppet friend how to jump high or how to hop on one foot.
d. Introduce the puppet friend to your family. Talk about the roles and importance of each family member.



STUDENTS DO: Role Play with partner and puppets.

8. Closing: Collect the puppets and keep in a safe place so students can use in the next lesson. Practice the closing routine with students. Ask them to think first, then share, then listen and then thank their partners.



TEACHER SAY: Today we learned new things! We created puppets. We practiced Role Playing.

Remember that every day we will end our lesson by thinking about what we learned. Every day we will share what we learned with our partners. I encourage you to share what you learned with your families when you go home also!
First – think about something you learned.
Next – share with your Shoulder Partner. Remember to listen and take turns so everyone gets to share!



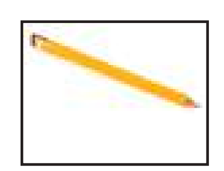
STUDENTS DO: Think. Reflect. Share. Listen.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Synthesize learning from previous lessons. • Practice speaking and listening skills as they review similarities and differences. • Create a poster to illustrate unique qualities and attributes.	• Share • Poster • Unique

Note to Teacher:
Prepare before class: On chart paper or on the board, create a frame and oval in the center as a large model of the student book, All About Me Poster page.

MATERIALS

Student Book	Pencils	Chart Paper or Blackboard	Markers
			



Share (90 mins)

Directions

1. Introduction: Begin the lesson by reflecting on learning. Students should be practicing sharing ideas.

TEACHER SAY:
We are going to share some of the things we have learned. When I choose you to share, please stand. Turn to face your friends. Talk loud enough for everyone in the room to hear. We have practiced talking in complete sentences. Be sure to use complete sentences as you speak. Who can share starting the sentence with, "I am…?"

 **STUDENTS DO:** Give answers and share ideas.

TEACHER DO: Allow a few students to share their ideas. To allow multiple partners practice time simultaneously, encourage students to **Whisper** as practice, and then quiet the class and call on several partner pairs to share with loud voices that project. After each speaks, ask:

TEACHER SAY: **Who is the same or who is different from this speaker? How are they the same or different?**

TEACHER DO: Continue prompting the class with sentences such as:
- I have___________.
- I like ____________.
- My favorite _______ is _________.
- I can ________.
- We are the same because _______________.
- We are different because _______________.

 **STUDENTS DO: Whisper**, then share when called on.

2. TEACHER DO: Tell students they will combine all of their learning from the past lessons into one poster called "All About Me."

TEACHER SAY:
We are going to create an art project that shows who we are as individuals.
Who are you?
What makes you similar to other people?
What makes you different from other people?
What do you like?
What can you do?

3. TEACHER DO: Explain that there are two sections of the poster they will work on: the inside of the oval/circle and the outer portion of the frame. Refer to the large model you created before class.

TEACHER SAY:
Look at this frame and round shape in the center of the page.
Outside of the round shape in the middle of your poster, you will include all of your favorite things or things that you like to do.
Showing your favorite things will help people understand more about you.
Today we are only working OUTSIDE of the center area – tomorrow you will include work INSIDE the center area.

4. TEACHER DO: Model for the class some examples of what you might include in the outer section of the poster – but do not include color or extensive details (so that students will use creativity and not merely copy the teacher example).

TEACHER SAY:
There are many ways to show how we are special.
We can draw our favorite things.
We can draw pictures of our family.
We can draw our favorite book.
We can even write words or use letters!
Can you help me make my poster?



4. TEACHER DO: Allow students to give you ideas to draw. Model thinking before drawing and writing anything. Talk about how big or small you should make something and where to place it (using words like besides, above, below). Be sure to include some words on the poster.

TEACHER SAY:
Some things are hard to draw.
I will need to practice drawing "riding a bicycle."
It is okay to practice and to try again and again to make your drawings better.

5. TEACHER DO: Tell students they will begin their own poster. Direct them to page 15, Practice Drawing, to practice drawing or writing something they consider difficult.

TEACHER SAY:
Let's practice drawing.
What is one thing you want to put on your poster?
Practice drawing it on the blank page.

 **STUDENTS DO:** Practice drawing something new.



6. TEACHER DO: When they are ready, have them turn to student book page 16, All About Me Poster.

TEACHER SAY:
How are you different from others?
What are your favorite things?

 **STUDENTS DO:** Draw their favorite things in the outside section.

7. TEACHER DO: When students begin to finish, encourage students to reflect on their process and on the overall product.

TEACHER SAY: How will you create your poster?
What will you decide to include?
Is there anything you left out?
Ask yourself - does this poster represent me?

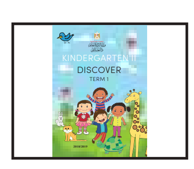
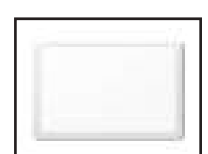
TEACHER SAY: If waiting for others to finish, return to the student book and practice reading or practice speaking skills using the puppet.

8. Closing: Practice the closing routine with students. Ask them to think first, then share, then listen and then thank their partners. Remind students that they will finish drawing the posters tomorrow.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Focus on their unique attributes to complete their All About Me poster.	• Poster • Unique • Different • Traits • Portrait

MATERIALS

Student Book	Pencils	Teacher's poster	Crayons
			



Share (90 mins)

Directions

1. Introduction: Tell students you are very proud of the work they did yesterday to begin the All About Me poster. Remind students that we are all different, so our posters will look different. Instruct students to open the student book**s to the poster page.**

TEACHER SAY: I am very proud of the work you did yesterday to begin the All About Me poster. Let's hold up our posters so far. I want to see what you have drawn on your poster. Look at everyone's work so far – great work!



STUDENTS DO: Hold up the posters. Observe other students' work.

2. TEACHER DO: Model completing your own poster with guidance from the students.

TEACHER SAY: The center of your poster is how you are unique, or different from others in the room.
I need your help again today.
The center section is all about me and my traits.
That makes me feel very special!
But I have to think about how I am unique.
Can you share some ideas with me?
Then we'll decide how to add your ideas to my poster.



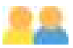
STUDENTS DO: Possible responses might include curly/straight hair, colored glasses, unique shoes/jewelry, etc.

3. TEACHER DO: Think Aloud, sharing your thoughts about how to draw their ideas.

TEACHER SAY:
How will I draw my (curly/straight) hair
How will I draw my shoes/jewelry?

4. TEACHER DO: After sharing your drawing, tell students that you will color yours later and you will share with them tomorrow. Instruct students to use the student book, draw with a pencil first and add details and color after they have the design.

TEACHER SAY: Don't forget that you are drawing how you are unique and different than most other students.
Show me with your finger where you will be drawing today.

 **STUDENTS DO:** Work on their own poster drawing with pencil first.

5. TEACHER DO: Remind students that this is their best work, so they need to take their time to complete the assignment. Walk around the room to monitor progress. When finished, tell students they can start coloring their pictures.

TEACHER SAY:
When you are finished, show me your work. I am excited to see what you are thinking!
What colors will you use in your drawing? Why?

6. TEACHER DO: When students begin to finish, encourage students to reflect on their process and on the overall product. If students finish early, have them practice sharing about the poster with their puppets.

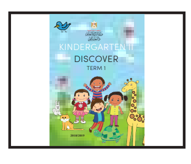
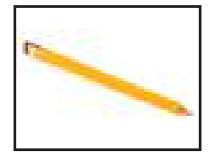
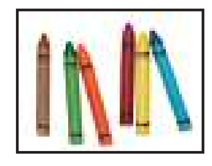
TEACHER SAY:
How will you create your poster?
What will you decide to include?
Is there anything you left out?
Ask yourself - does this poster represent me?

7. Closing: Some students may not have time to finish their artwork including all the coloring. Tell them they will have a chance tomorrow to finish. Practice the closing routine. Ask students to think, reflect, share and listen to their partners.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Present posters to classmates. • Demonstrate appropriate listening and speaking skills.	• Speaking • Listening • Unique • Different

MATERIALS:

Student Book	Pencils	Crayons	Board or chart paper	Markers
				



Share (90 mins)

Directions

1. Introduction: Tell students it is a very special day! Students have worked hard for many days to learn about themselves and others, to share their ideas respectfully, to listen and to be proud of our similarities and differences.

Note to teacher: If needed, allow time for students to complete their artwork.

TEACHER SAY: It is a very special day today! After these last few days of hard work, we are going to share our posters with the class. We are going to share our ideas respectfully, listen to others share their posters, and be proud of what we have in common with one another as well as what is different.

2. TEACHER DO: Engage students in a discussion about what needs to be shared.

TEACHER SAY:
Before we present our posters to everyone, we need to know what we are going to say. What do you think we should tell each other?

 **STUDENTS DO:** Possible answers: We can tell about what we like. We can show our pictures. We can talk about how we are unique.

3. TEACHER DO: After students have responded with some ideas, model expected behavior with your own poster. **Think Aloud** again.

TEACHER SAY:
When we present, we stand up straight. Practice with me.

 **STUDENTS DO:** Stand up at the desk with a straight back.

TEACHER SAY:
We look at the audience, practice with me.

 **STUDENTS DO:** Look straight ahead.

TEACHER SAY:
We use a clear voice for everyone to hear. Practice with me.

 **STUDENTS DO:** Say their name loud and clear.

4. TEACHER DO: Have students first turn to their **Shoulder Partner** to practice sharing two things about their posters.

TEACHER SAY:
Practice what you would like to say about your poster.
Who can tell us how to be a good listener?

TEACHER DO: Allow 3-4 students share their ideas. Add other information as needed.

 **STUDENTS DO:** After practicing with a partner, students take turns sharing at their tables.

5. Closing: By this point in the school year, students should be able to lead the closing routine.

TEACHER SAY: Students, what do we do to close each lesson?

 **STUDENTS DO:** Recall that first they think, reflect and share with partners. Take turns and be sure that everyone gets a chance to share.

TEACHER SAY: Thank you for working to answer the question "Who Am I." We are going to continue to think about ways that we are the same and how we are different. Thank your partners for helping you learn.

KINDERGARTEN II

Multidisciplinary

Who Am I?

Chapter 2

Class Portrait

Theme Overview

Class Portrait

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	During these three lessons, students discover ways that they are a part of family and school communities. Students start by reviewing what they know about themselves, then explore their family and create family trees.	3
Learn	In order to create their collaborative art, students learn all about the school and national community. They create investigation questions and learn how to collect data.	5
Share	During the share days, students take all the information that they learned to build a collaborative art piece and present it to the class.	2

Class Portrait

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for other opinions. • Exchanging information.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Read common, high-frequency words.
- Demonstrate basic knowledge of each letter and its corresponding sound.
- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Follow agreed-upon rules for discussions.
- Use illustrations in a story to describe its characters, setting, or events.
- Identify characters, settings, and major events in a story with prompting and support.
- Identify front cover, back cover, and title page of a book.
- Count, pronounce, blend, and segment syllables in spoken words.

WRITING:

- Describe familiar people, places, and things with prompting and support.
- Recall information from experiences.
- Add drawings or visual displays to descriptions to provide additional details.
- Write his/her name.

SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings, and ideas clearly.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Pronounce short and long vowel sounds.

MATH:

- Count objects to tell how many there are.
- Count numbers up to 15, as a symbol, meaning, comparing, arranging.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Compare two numbers between 1 and 20 presented as written numerals.
- Collect and classify data using objects and drawings (up to 20).

SCIENCE:

- Raise questions about the world around them.
- With support, seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.
- Observe and describe similarities and differences in humans (eye color, skin color, hair color).

SOCIAL STUDIES:

- Differentiate between family and extended family.
- Draw a family tree.
- Express feelings of devotion to family, school, and community.
- Demonstrate respect for the traditions and customs of extended family.
- Work with classmates to solve problems.
- Apply general rules and ethics in life.
- Describe daily routines and life events.
- Describe rights and responsibilities of being a participating member of a family and school.
- Express belongingness to homeland and culture of society in a variety of ways.
- Demonstrate respect for national symbols (e.g., national anthem and flag).

ART, MUSIC, AND DRAMA:

- Use colored pencils and paint brushes to draw themes from the surrounding environment.
- Produce unique artworks using materials from the surrounding environment.
- Create artwork from own imagination.
- Play instruments available in school.
- Sing the national anthem and theme-related songs with others.
- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments

ECONOMICS AND APPLIED SCIENCE:

- Describe personal rights and responsibilities as a member of the family and school.
- Design a personal photo album about their stages of growth.

VOCATIONAL FIELDS:

- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.
- Identify various industrial jobs and tools in images and pictures.
- Completes jigsaw puzzles showing pictures of various industrial jobs and their tools.
- Explains the importance of industrial professions.
- Describe the tools used by industrial workers.
- Create an artistic display showing a variety of industrial jobs and tools using materials from the environment.
- Uses materials from the environment to create art-works representing industrial professions.
- Maintain an appropriate appearance.
- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.

EDUCATIONAL MEDIA AND LITERACY:

- Identify the librarian.
- Identifies the location of the library.
- Explains the function of the library.
- Describes the furniture of the library.
- List stories they have heard read aloud in the library.
- Create and refine questions to meet an information need.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

- Identify a personal information need.
- Create and refine questions to meet an information need.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Review similarities and differences. • Collect data by counting similar and different families. • Cut and sort to show similarities and differences. • Draw their families and extend this to create a family tree.
2	**DISCOVER: Students will:** • Describe their extended family. • Analyze and interpret class data related to extended family members. • Add extended family members to their family tree. • Use when, where, and who statements to describe families helping each other/working together, and illustrate the example.
3	**DISCOVER: Students will:** • Describe their class as a community. • Describe the rights and responsibilities of community members. • Learn how to care for their community, keep it clean, and decorate it.
4	**LEARN: Students will:** • Explore the idea of school as a community. • Learn about the library and librarian. • Participate in a shared reading activity.
5	**LEARN: Students will:** • Participate in a shared reading activity. • Learn about community jobs. • Name tools used in different jobs. • Imagine what job they might have in the future. • Collect data on favorite jobs and display data with a graph.
6	**LEARN: Students will:** • Describe works of art. • Draw pictures of themselves now and in the future. • Practice reading in a collaborative read aloud exercise.
7	**LEARN: Students will:** • Identify that they are part of the national Egyptian community. • Sign the national anthem.
8	**LEARN: Students will:** • Investigate the environment and describe their findings using the five senses. • Review the national anthem and learn about references to national landmarks and values. • Brainstorm ways that they could draw Egyptian symbols in their second piece of art for the mural.

LESSON	INSTRUCTIONAL FOCUS
9	SHARE: **Students will:** • Make a plan for their picture of the school and national community. • Practice mixing colors and predicting hues that result from two or more colors. • Use paint to create pictures of the school and country.
10	SHARE: **Students will:** • Present posters to classmates. • Demonstrate appropriate listening and speaking skills.

Lesson 1 Overview

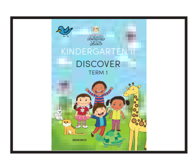
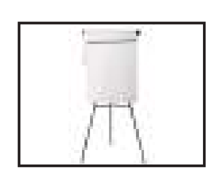
LEARNING OUTCOMES

Students will:
- Review similarities and differences.
- Describe and count family members.
- Draw their families and extend this to create a family tree.

KEY VOCABULARY

- Investigation
- Brother and/or sister
- Sister
- Brother
- Mother
- Father
- Family tree

MATERIALS

Student Book	Scissors	Chart Paper or Blackboard	Chalk or Markers
			



Discover (90 mins)

Directions

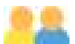
1. Introduction: Introduce students to this unit's project:

TEACHER SAY: **In the last unit, we made a poster about ourselves.**
In this unit, we will learn about our roles in our classroom community.
We will take what we learn, and create a large collaborative art project.
We will make a class mural that represents all the different parts of our unique community.

2. Note to Teacher: It is not expected for students to understand the words mural, community, and collaborate at the start of this unit. Here you will capture students' original ideas and you will refer to this throughout the unit to see how student ideas grow.

TEACHER DO: Set up chart paper in the front of the classroom. Title the page, "Our Ideas." Write the following questions on the paper, with enough space after each to record students' ideas.
- What do you think a mural is?
- What do you think a community is?
- What are things we can use to make art?
- What does it mean to collaborate?

TEACHER SAY:
We are going to see how much we learn through this unit. I am going to ask you questions that you may not already know, and that is ok. I want to find out what you are thinking now. Turn to your Shoulder Partner first to answer each question, then we will discuss as a class.
I will record our thoughts on chart paper.
- **What do you think a mural is?**

 **STUDENTS DO:** Discuss the answer with **Shoulder Partner** for 60 seconds.

TEACHER SAY: Please raise your hand if you want to share what you and your Shoulder Partner's answer is.

TEACHER DO: Select several students to share their answers, and record them on the chart paper underneath the appropriate question.

TEACHER SAY: Great job everyone! Now let's do another question:

- **What do you think a community is?**

Note to Teacher: Continue to ask students the questions from the chart paper, being sure to allow **Shoulder Partners** *time to discuss their answer first before sharing out to the entire class. You will keep this chart in the classroom for the rest of the unit.*

3. Note to Teacher: Begin by connecting learning to the last unit. This allows students to access prior knowledge, and engage their thinking.

TEACHER SAY: In the last unit, we learned how we are similar to and different from each other. We talked about ourselves.
We talked about what we liked, what we can do, and what we have.
Let's play a game called Stand Up If. I am going to ask you some questions, if your answer is "yes," you should stand up. After each statement, everyone should sit back down to wait for the next one.

a. Stand up if you can play a musical instrument
b. Stand up if you can play tennis.
c. Stand up if you have curly hair.
d. Stand up if you have light colored eyes.
e. Stand up if you have a sister.
f. Stand up if you have a brother.

 **STUDENTS DO:** Students stand or sit after each question.

4. TEACHER DO: Engage students in a discussion about individual similarities and differences to looking at families. Families may be similar or different as well. Be sensitive to the fact that some students may not have both parents living in the home or may live with aunts/uncles or grandparents. Encourage students to be respectful and appreciate that we are all unique and special.

TEACHER SAY: We just saw ways that we are similar and different as a class. The last two questions were about our families. Some of us have sisters and some have brothers. I want to know more about our families.
Let's conduct an investigation about our families. Here is our question: How are our families similar and different? Think first and share some ideas with your Shoulder Partner.

STUDENTS DO: Discuss families with partners. Possible ideas that may come up include family size (number of people), family structure (live with mom and dad, live with grandparents, etc.).

TEACHER DO: Listen to student conversation. Call on partners to share to further engage students. Allow students to voice ideas, and then refocus the discussion on family size – specifically on whether students have sisters or brothers.

5. TEACHER SAY: I heard a lot of good ideas. Let's collect some data. Data is information or facts. I am interested in who in this class has sisters and brothers. Let's create a chart to sort out the information about sisters and brothers.

TEACHER DO: Write the following table on the board.

	Number of Families
Sisters only	
Sisters and Brothers	
Brothers only	
No Sisters or Brothers	

TEACHER DO: Create a four paper signs, so that each category of the table has its own sign. Use tape to hang the papers up so that there is one category per corner.

6. TEACHER SAY: This is a data table. I will use it to write down data about our families. I want to find out if you have sisters or brothers in your family.
To help me do that, we will play Four Corners.

TEACHER DO: Walk to each corner of the room and read the labeled signs.

TEACHER SAY: When I say go, you will stand up and go to the corner of the room that describes your family. For example, I have (sisters only) in my family. I will stand in this corner and wait to be counted.

Note to Teacher: Use whatever describes your family to demonstrate where to go. First, think about your family. Now point to the corner that describes your family. Raise your hand if you need help.

 **STUDENTS DO:** Students will point to the corner that describes their family.

TEACHER SAY: Please slowly walk to the corner that describes your family. Once you are there, I will count you.

 **STUDENTS DO:** Students walk to the corner that describes their family.

TEACHER DO: Once all students are in a corner, count the number of students in each corner aloud. Write that number on the board.

Note for teacher: Even though students have only counted to 5 so far, counting to higher numbers out loud in front of them models both counting higher numbers and demonstrates applications of counting for the class.

7. TEACHER SAY: Turn to a Shoulder Partner and together figure out if your family is similar or different.

 **STUDENTS DO:** Students talk to their **Shoulder Partner** and determine if their families are similar or different. Students responses will vary.

TEACHER SAY: I will use Calling Sticks to select students to share with the class how their family is similar or different than their partners.

TEACHER DO: Use the **Calling Sticks** to select 4 students to share with the rest of the class.

8. TEACHER DO: Have students practice more with similar and different activity on page 19, Same or Different of the student book. Hand out student books.

Note to Teacher: If scissors are not available, students may color code or otherwise indicate their thinking on this page in the student book.

TEACHER SAY: Turn to page 19, Same or Different.



READ ALOUD:
Directions: Cut out the dashed squares. Decide which families are similar. Place those squares on top of the similar box. Decide which families are different. Place those squares on top of the different box.

Before we cut the squares, I will read them to you: Noha has 2 sisters. Adel has 1 sister. Sameh has 3 brothers. Mai has 2 sisters.

TEACHER DO: Hand out scissors to students.

 **STUDENTS DO:** Turn to page 19 in the student book unit, Same or Different. Cut out the squares describing each child's brother and/or sisters. Students will place the squares that are similar in the Similar pile box. Students will place the squares that are different in the Different pile box.

TEACHER DO: Walk around the classroom to help students with cutting, and to see if students can sort their squares by similarities and differences. If students are having difficulty, ask them to explain why they grouped the families the way they did.

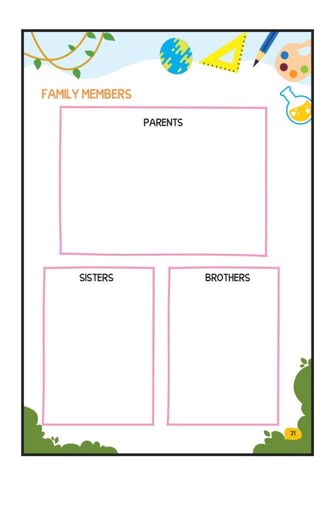
9. TEACHER DO: Once students are finished, transition to family trees by telling them that they will learn a way to represent their unique families. Be sensitive to students who may have lost one or both parents, or whose parents are divorced. If students do not have brothers or sisters, they may leave the boxes blank.

TEACHER SAY: Let's create family trees to learn more about how our families are similar or different.

TEACHER SAY: What colors will you use to draw your parents? What shapes will you use to draw your parents?



STUDENTS DO: Draw their parents in the top box on page 21.



10. TEACHER DO: When students are finished, ask students to turn to their **Shoulder Partner** and describe their brothers and/or sisters (if they have any). If students are only children, they can describe their best friend or a neighbor/cousin.

TEACHER SAY: Who is the oldest brother or sister? Who is the tallest brother or sister? What color hair do your brother or sister have?

11. TEACHER DO: Demonstrate how to draw yourself and a brother and/or sister by drawing one of your own brother and/or sisters on the board. Be sure to include options for only children.

TEACHER SAY: Next, draw yourself and any brother and/or sisters you have in the boxes labeled "Sisters" and "Brothers." If you are an only child, you may draw a best friend, a neighbor or a cousin. I will write the words "friend" "neighbor" and "cousin" for you on the board.



STUDENTS DO: Draw themselves and any sisters and/or brothers in the boxes of the Family Members page.

12. TEACHER DO: Demonstrate for students by drawing a figure of your family on the board with the parents above the children as shown on the Family Members page. Next, demonstrate how to make a family tree by drawing a line between parents and each child.



STUDENTS DO: Draw lines between the parents and brother and/or sister boxes on their student book.

13. Closing: Use the closing to allow students to reflect on the day of learning and to predict what they might learn next.

TEACHER SAY:
Today, you drew your immediate family (yourself, your parents and your brother and/or sisters). What is one thing that you learned about the family of another classmate?



STUDENTS DO: Share with a **Shoulder Partner** one fact they learned about other students' families.

TEACHER DO: Call on 2-3 students to share.



TEACHER SAY:
Tomorrow, we are going to learn more about families. We are going to learn about our extended family.

TEACHER DO: Direct students to page 22 of the student book.

READ ALOUD: Ask your parents these questions:
My mother has __ sisters.
My mother has __ brothers.
My father has __ sisters.
My father has __ brothers.



TEACHER SAY: Tonight, please ask your parents these questions. Your parents can tell you their answers and also write them down on the page.

Lesson 2 Overview

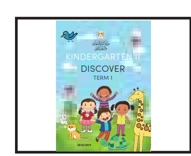
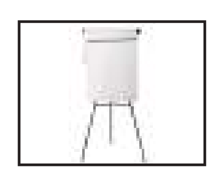
LEARNING OUTCOMES

Students will:
- Describe their extended family.
- Analyze and interpret class data related to extended family members.
- Add extended family members to their family tree.
- Use when, where, and who statements to describe families helping each other/working together, and illustrate the example.

KEY VOCABULARY

- Extended family
- Aunts
- Uncles
- Grandparents
- Tradition

MATERIALS

Student Book	Crayons	Chart Paper or Blackboard	Markers or Chalk
			



Discover (90 mins)

Directions

1. Introduction: Use the opening of the lesson to review the information the students gathered about extended family members.

Note to Teacher: Create a chart that displays the following information:
My mother has no sisters (______ students).
My mother has 1 sister (_____ students).
My mother has 2 sisters (_____ students).
My mother has 3 sisters (______ students).
Keep going in this same pattern to collect all data for the class.
Repeat for mother's brothers.
Repeat for brother and/or sisters of the father.

TEACHER SAY:
Let's look at the information you collected from your parents.
I am going to create a chart showing the information for the entire class. As I ask these questions, please raise your hand and wait for me to count.
Raise your hands if your mother has no sisters.

 **STUDENTS DO:** Respond and patiently wait to be counted.

TEACHER DO: Count students and record information on the chart.
Repeat with 1, 2, 3 sisters etc. until all students are counted.
Repeat for mother's brothers.
Repeat for brother and/or sisters of the father – sisters, then brothers.

2. TEACHER DO: Now that the data has been collected, engage students in an analysis discussion.

TEACHER SAY:
What do you notice about this information?
What can you tell me about the sisters and brothers of our parents?
Talk to your Shoulder Partner and tell that person something you notice.


STUDENTS DO: Discuss with **Shoulder Partner**. Possible responses include: In our class, most students' mothers have ___ sisters. There is only __ students who's father has __ brothers.

3. TEACHER DO: Introduce the vocabulary words "aunt" and "uncle."

TEACHER SAY:
Does anyone know the word for your mother or father's sister? [wait for responses]
The word for the sister of your mother or father is AUNT.
I will write the word for you.
Let's all say it together.

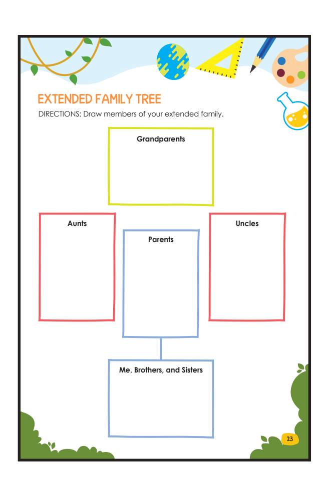
TEACHER DO: Write the word. Encourage students to write the word in the student book.


STUDENTS DO: Write the word AUNT in the student book.

TEACHER SAY:
Does anyone know the word for your mother or father's brother? [wait for responses]
The word for the brother of your mother or father is UNCLE.
I will write the word for you.
Let's all say it together.

TEACHER DO: Write the word. Encourage students to write the word in the student book.


STUDENTS DO: Write the word UNCLE in the student book.



4. TEACHER DO: Direct students to page 23: Extended Family Tree, of the student book. Tell students that we are going to learn how to add to our family tree to include our extended family.

TEACHER SAY:
We are going to add our extended family to the tree we began making yesterday.
Look at the bottom of this page. There is a space for you, your brothers and sisters.
Above that box is a space for your parents.
Next to your parents are spaces for AUNTS and UNCLES.
Why do you think the AUNTS and UNCLES are next to your parents?


STUDENTS DO: Offer ideas about the placement of aunts/uncles. The connections you are looking for is that these are the brothers and sisters of the parents.

5. TEACHER DO: Give students time to illustrate the family tree up to this point. They should be drawing themselves, and any brothers and sisters they have, their parents and any aunts/uncles they want to include. Let them know that if students have large families, they do not have to include everyone.

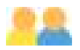
TEACHER SAY:
Take this time to use shapes and colors to draw your family on this page.
Include yourself and any brothers and sisters.
Then draw your parents.
Then include any aunts and uncles you want to draw. You do not have to draw everyone if your family is large.

TEACHER DO: As students draw, circulate around the room to monitor progress and to ensure student understanding.


STUDENTS DO: Draw their family, including aunts and uncles, on their Extended Family Tree.

6. TEACHER DO: When students are finished, show them how to draw a horizontal line connecting the brother and/or sisters in a family tree. Have students follow along with you on their Extended Family tree.

TEACHER SAY:
On a family tree, we use a line to connect people who are related. We will draw a line between brothers and sisters.



STUDENTS DO: Connect the brother and/or sisters on family trees.

7. Note to Teacher: There is one box that is empty on the student worksheet. Call attention to this with your students and engage them in a conversation about grandparents.

TEACHER SAY:
Do you notice that there is one empty box above your parents and aunts and uncles?
Do you have any ideas about what this box represents? [wait for responses]
The top box shows the PARENTS of your PARENTS and AUNTS/UNCLES.
These are your GRANDPARENTS.

TEACHER DO: Tell students that their parents' parents are called Grandparents. Write the word grandparents on the board. Sound out the word. Have students sound out the word along with you. Point to the first letter of the word. Ask students if they can name that letter and its sound.

8. Note to Teacher: Students now should add a drawing of grandparents to the family tree. Model on the board drawing a grandmother and grandfather above parents.

TEACHER SAY: How can I draw my grandparents differently? What different colors could I use?

TEACHER DO: Take student ideas and apply it to the drawing on the board. Show students how to connect parents to grandparents with a vertical line.



STUDENTS DO: Draw grandparents and connect them with a vertical line on the family tree.

9. TEACHER DO: Transition from drawing the extended family tree to the idea that a family is a form of community. Communities work together and help each other. Remind students that the class is creating a mural of the class community during this project.

TEACHER DO: Write the word "community" on the board. Sound out the word. Prompt students to re-sound the word with you again.



STUDENTS DO: Sound out the word along with the teacher.

10. TEACHER DO: Define community for students.

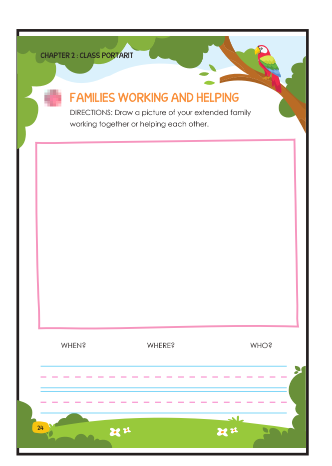
TEACHER SAY: A community is a group of people that live in the same area and work together to care for each other. Communities work together. Communities help each other. A family is an example of a community.

11. TEACHER DO: Introduce students to the concept of rights and responsibilities in a community.

TEACHER SAY: In a family community, each person has responsibilities that help the entire family. Turn to your Shoulder Partner to answer my next few questions.

- **What do you do to help your family?**
- **What does one of your brother and/or sisters do to help the family?**
- **What does your father do to help the family?**
- **What does your mother do to help the family?**
- **What do your aunts, uncles or grandparents do to help the family?**
- **Do you work with your parents?**
- **Do you work with your brother and/or sisters?**
- **Do you work with your AUNTS or UNCLES?**
- **Do you work with your GRANDPARENTS?**

 **STUDENTS DO:** Discuss answers with their **Shoulder Partner**.



12. Note to Teacher: Students will be asked to illustrate an example of their family working together or helping each other.

TEACHER SAY:
Can you remember a time you did something special a member of your family?
Did you work together?
Did you help each other?

TEACHER DO: Model the next activity with a **Think Aloud** before allowing students to do so themselves.

 **STUDENTS DO:** Give students 30 seconds to think of a story. Have students face their **Shoulder Partner**. Tell students to share with their memory with their partner. They should include where they were and one thing they did together.

13. Note to Teacher: Students will illustrate the family interaction, and include the details of "Where," "When," and "Who." It is not critical that students write any details answering these questions, but rather be prepared to talk through these details when discussing with a partner.

TEACHER DO: Direct students to page 24, Families Working and Helping, of the student book. Tell students that we are going illustrate an example of our family community.

 **READ ALOUD:**
Directions: Draw a picture of your extended family working together or helping each other.

TEACHER DO: Ask students to recall any details they remember about their family interactions. Write "when", "where", and "who" on the board. Tell students about one of your family interactions, using the terms WHEN (the time of day/year), WHERE (the location), and WHO (the family members). Model describing it for the students.

 **STUDENTS DO:** Share specific details of family interactions, including WHEN, WHERE and WHO.

TEACHER SAY:
Now draw a picture that includes the details of WHEN, WHERE and WHO.
When you finish, share your drawing with a partner.

 **STUDENTS DO:** Illustrate in the student book. Share with partners when finished.

14. Closing: Remind students that the class is going to create a collaborative work of art that represents the class community. Revisit the Ideas poster you made at the beginning of day one. Ask students to reflect on how their ideas on community have evolved based on what they learned today.

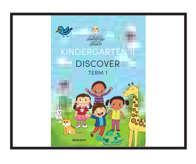
TEACHER SAY:
Today we talked about our family community. Let's look back at our Ideas poster. How has your thinking changed about what a community is based on what you learned today? [allow several students to respond or use quiet reflection time]

Lesson 3 Overview

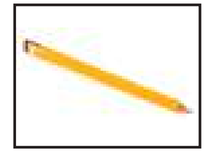
LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Describe their class as a community. • Describe the rights and responsibilities of community members. • Learn how to care for their community, keep it clean, and decorate it.	• Community • Right • Responsibility • Recycle	• Collect recycled paper materials from bins around the school. Or you may collect used paper that is no longer needed. Clean all paper and cut into 1-inch squares. • Draw a large heart on a page or use a copy of the student book page Recycle Collage Art to glue some multi-colored squares in a pattern. This will be used as a model for the class.

MATERIALS

Student Book



Pencils



Crayons

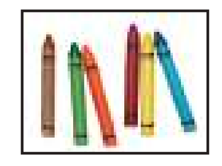
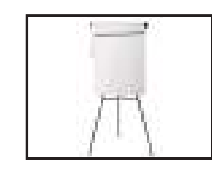


Chart Paper or Blackboard



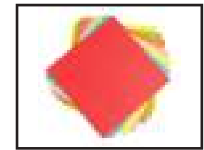
Markers or Chalk



Glue



Student or table-sized portions of small squares of recycled paper (can be placed in a bowl or bag)





Discover (90 mins)

Directions

1. Introduction: Remind students that you will be building a piece of art for the classroom.

TEACHER SAY: **We are going to make a mural of our community. Raise your hands, who can remind us what a community is?**



STUDENTS DO: Allow 3-4 students to offer their ideas. Revisit the "ideas" poster if it is helpful.

2. TEACHER DO: Review family community content from last class. Ask students to turn to their **Shoulder Partner**.

TEACHER SAY: **What people make up a family? How do you help your family community?**



STUDENTS DO: Share with their **Shoulder Partner**, each speaking for 1 minute or less.

3. TEACHER DO: Introduce students to the concept of class as a community. Create a 3- column chart on the board. Label the columns "teachers," "both," and "students." Sound out "teachers," "both," and "students" first for yourself, then as a class, then as students.

TEACHER SAY: **Today we will learn more about a class community.**
A class community is made of students and teachers.
How are students and teachers similar?



STUDENTS DO: Allow 3-4 students to share their ideas. Write student ideas on the chart in the "both" column.

TEACHER SAY: **How are students and teachers different?**



STUDENTS DO: Allow 3-4 students to share their ideas. Write student ideas on the chart in the "students" and "teachers" columns as appropriate.

4. TEACHER SAY: **Just like in families, students and teachers have rights and responsibilities in the community. Rights are what we deserve in a community that is fair and just.**

TEACHER DO: **Think Aloud** to describe your rights as a teacher. What do you deserve?

TEACHER SAY: **What are your rights as students? What do you deserve in our class community?**



STUDENTS DO: Share ideas with a **Shoulder Partner**.

5. TEACHER SAY: **In our community, teachers and students have responsibilities. Responsibilities are things we give or do for others in the community.**

TEACHER DO: **Think Aloud** about your responsibilities as a teacher. What must you give or do for others?

TEACHER SAY: **What are your responsibilities as students? What are you expected to give or do for others?**



STUDENTS DO: Share ideas with the other **Shoulder Partner**.

6. TEACHER DO: Introduce students to the ideas of cleanliness as a role of every community member.

Note to Teacher: Students will be using the puppets they created earlier in the theme during Chapter 1. You may have to distribute these or have them in an easily accessible location in the classroom.

TEACHER SAY: **Yesterday, I heard some of you say that one of your roles in your family was to help clean. Helping to clean is a way we can care for our class community. Cleaning is a responsibility for teachers and students.**
Take out your puppet from the first chapter.
Demonstrate with your puppet how to clean your personal area.

TEACHER DO: Model this first for students with your puppet and cleaning up your desk.



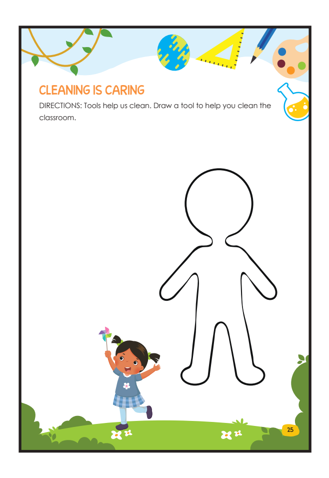
STUDENTS DO: Use puppets and talk out loud to themselves. Talk about how to clean and straighten up their area. Allow students to **Role Play** for five minutes.

7. TEACHER DO: **Brainstorm** with students ways that they can help clean more than just their personal space.

TEACHER SAY: **We can help clean more than just our space.**
We can help keep the whole classroom clean.
What are some tools we could use to help keep the classroom clean?



STUDENTS DO: 3-4 students share ideas (responses may include a broom, towels, water, etc.)



8. TEACHER DO: Have students turn to page 25 in their student books, Cleaning is Caring.



READ ALOUD: Tools help us clean. Draw a tool to help you clean the classroom.

TEACHER DO: Model for students drawing a picture of you cleaning with one of the tools on the board.



STUDENTS DO: Draw images of themselves cleaning the classroom with one of the tools on page 25.

9. TEACHER SAY: **Picking up trash is another responsibility of every class member. Have you ever found trash on the ground? What kinds of trash have you found at our school?**



STUDENTS DO: Offer ideas of what they have seen in the school.

10. TEACHER DO: Introduce recycling as a way to put things that don't need to be trash to good use.

TEACHER SAY:
Do you know what it means to recycle?
What about what it means to reuse?
[allow responses]
Recycling is when we take trash and convert or change it into new materials or objects.
Reusing is taking trash items and using them again.
Some of these "trash" materials could have been recycled or reused.
Often, what we are done using doesn't have to be thrown away, it can be used for another purpose. For example…

TEACHER DO: Chose one of the objects on the board, do a **Think Aloud** of the things you could use that material for.

TEACHER SAY: **Now it's your turn to think. With a Shoulder Partner, talk about what else we could re-use or recycle.**



STUDENTS DO: Turn to a **Shoulder Partner** and come up with ideas on how the trash they find can be recycled or reused.

11. TEACHER DO: Introduce the next activity, which is making a collage from recycled paper and materials gathered from around the school.

Note to Teacher: Each student or table group will need to have glue and an assortment of the small squares of recycled paper. You will need to have a system to distribute this or have the materials in an easy to access location in your classroom.

TEACHER SAY: **I have rescued some clean, reusable paper and material from the recycling bin (OR: from another source). We are going to use pieces of it to make art for our class. You will make a collage using the cut up recycled material. A collage is a picture made up of tiny pieces of material glued down.**



TEACHER DO: Show students a collage you have made yourself with cut up pieces of recycled material. Explain how you made it.



STUDENTS DO: Turn to page 26 of their student books. With glue and the cut up recycled materials, students glue down pieces to fill the heart in the center of the drawing.

TEACHER SAY:
Today we cared for our community by cleaning and creating art for it.
What would happen if we didn't clean up our art project?



STUDENTS DO: Clean up after the art activity, putting all tools away and the rest of the art scraps in the recycle bin or trash can.

12. Closing: Remind students that community members have rights and responsibilities.

TEACHER SAY:
Who can remind the class what a community is? [accept responses]
Who can tell the class some rights we have in this class community?
[accept responses]
Who can tell the class some responsibilities we have in this class community?
[accept responses]
Think about your rights and responsibilities as you leave school and go back home to your family community.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:
- Explore the idea of school as a community.
- Learn about the library and librarian.
- Participate in a shared reading activity.

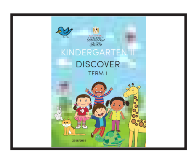
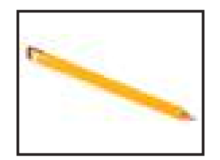
KEY VOCABULARY

- Right
- Responsibility
- Library
- Librarian

LESSON PREPARATION FOR THE TEACHER

Before this class, be sure to communicate with the librarian that you will be coming with your students and they will be interviewing her or him. Select a book to read to students.
Note to Teacher: If your school does not have a library or if you cannot gain access to the library at this point in the year, you may choose to act out or model the behaviors described in this lesson, or use a visit to another all-purpose room (a technology center, art room, etc.).

MATERIALS

Student Book	Pencils	Chart Paper or Blackboard	Chalk or Markers
			



Learn (90 mins)

Directions

1. Introduction: In the last class, students learned about a classroom as a community. The classroom is also part of a larger community, the school. In this lesson, students will learn more about the school community. They will use what they learn to add it to the class mural at the end of the project!

2. TEACHER DO: Review the concept of rights and responsibilities with students.

TEACHER SAY: Yesterday we learned that every community member has rights and responsibilities. Let's remember.
- **What is one right you have as a student?**
- **What is one right I have as a teacher?**
- **What is one responsibility you have as a student?**
- **What is one responsibility I have as a teacher?**

 **STUDENTS DO:** Raise hands and offer suggested answers to each question.

TEACHER SAY: Rights are what we deserve in a community that is fair and just. Responsibilities are what we are expected to give or do for the community.

3. TEACHER DO: Connect the rights of students to learning to the importance of books and reading in a school community.

TEACHER SAY: It is a responsibility of the school to teach students to read.
It is your right to read books at school. Have you ever heard of a library? What do you know about libraries?

STUDENTS DO: Turn to a **Shoulder Partner** and discuss what they know about the library.

4. TEACHER DO: Introduce students to the role of the librarian. Be sure to modify the rest of this lesson if your school does not have a library or if you are unable to visit the library.

TEACHER SAY: The person in charge of the library is called the librarian. Repeat that after me: "librarian." Raise your hand if you have already met our librarian.
Today, we are going to visit our library and meet our librarian.

5. TEACHER DO: Create a Know, Want to Learn, and Learned **(KWL) chart** on a piece of chart paper or poster paper. Discuss with students what each column represents.

TEACHER SAY: The Know column is where we will record what we already know about the librarian.
The Want to Learn column is where we will place questions we want to ask the librarian.
As we ask our questions, we will record what we learn in the Learned column.

6. TEACHER DO: With students, fill in the Know column.

TEACHER SAY: What do you already know about our librarian? Do you know his/her name?

Note to teacher: If students are quiet, prompt with more questions such as "Where does the librarian work?" "What do you think the librarian does?"



STUDENTS DO: Raise hands and offer what they already know about the librarian.

TEACHER DO: Record their thoughts in simple sentences in the Know column. Read each sentence aloud and place emphasis on key vocabulary words.

7. TEACHER DO: With students, fill in the Want to Learn column. Model for students how to think of questions to ask.

TEACHER SAY: Now let's think about what we Want to Learn so we can fill in the next column. When I think of questions to ask people, first I think, what do I know about myself? I have one brother. I can ask the librarian if she has a brother!

TEACHER DO: Write the example question on the chart. Ask students to create their own questions.



STUDENTS DO: Turn to their **Shoulder Partner** and practice with "What do I know about myself? What can I ask the librarian?"

TEACHER DO: Call students back together and lead a whole class discussion of what questions they have, recording them on the board. If students get stuck, use the guiding questions below.

TEACHER SAY: What do you want to know about his/her job?
What do you want to know about his/her favorite things?
What do you want to know about his/her family?

TEACHER DO: Bring the **KWL Chart** with you to the library.

8. TEACHER DO: Inform students that soon they will take a field trip to the library. You will read a book together then meet the librarian. Before leaving, review rules for safety and respect for the school community when walking in the halls/outside the classroom.

 **STUDENTS DO:** Practice lining up neatly and walking quietly. Demonstrate this on the way to the library.

9. TEACHER DO: Once you arrive at the library, find a space to sit with your class facing you. Open the book you selected before class to read to the students. Show the cover of the book to the students.

Note to Teacher: You may wish to coordinate with the Arabic or English teachers to select a book that is at the appropriate level for student understanding at this point in the school year. It is not expected that the students will be able to read the book independently, as this is a shared reading/read aloud activity.

TEACHER SAY: What do you see on the cover? What do you predict this story will be about?

 **STUDENTS DO:** Turn to a **Shoulder Partner** and make predictions about the story.

10. TEACHER DO: Begin reading the story. As you read each page, pause to ask students what they see in the images. When you see common sight words, point to them and have the children say them along with you.

 **STUDENTS DO:** Raise hands and offer ideas when questions are asked. Read common sight words along with the teacher.

11. TEACHER DO: When you are done reading the book, thank the students for reading along with you. Call for the librarian and bring them over to introduce to the students.

TEACHER SAY: This is our librarian, _______________.
Can you greet him/her politely?

 **STUDENTS DO: Greet the librarian in unison.**

12. TEACHER DO: Place the KWL Chart in a place where the students can see it.

TEACHER SAY: We created questions to ask the librarian. Who would like to raise their first hand and ask the first question?

 **STUDENTS DO:** Raise hands and ask questions one at a time.

TEACHER DO: As the librarian answers the questions, write them down in the Learned column.

13. TEACHER DO: Before returning to class. Remind students of the rules for safety and respect when walking in the halls back to the classroom. Have students line up and return to the class.

14. Closing: Remind students that the librarian functions as an important role in our community. Ask students how they could include him/or in the mural art they create for their classroom.

TEACHER SAY: Let's think about how we could include the library in our mural. What objects could we include from the library? What furniture could we include from the library? How could we draw our librarian? [accept several responses]

Lesson 5 Overview

LEARNING OUTCOMES

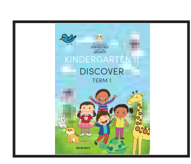
Students will:
- Participate in a shared reading activity.
- Learn about community jobs.
- Name tools used in different jobs.
- Imagine what job they might have in the future.
- Collect data on favorite jobs and display data with a graph.

KEY VOCABULARY

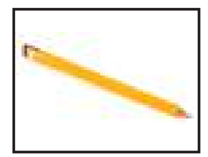
- Job
- Tool
- Doctor
- Farmer
- Hoe
- Fireman
- Hose
- Scientist
- Test tube
- Author
- Pen
- Baker
- Rolling pin

MATERIALS

Student Book



Pencils



Crayons

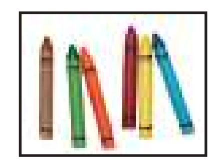


Chart Paper or Blackboard



Markers or Chalk



6 pieces of paper, one each that says doctor, farmer, scientist, author, fireman, and baker.



Learn (90 mins)

Directions

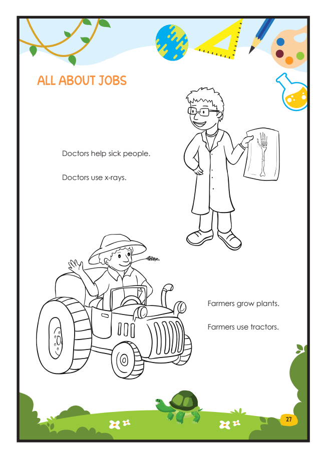
1. Introduction: Remind students, yesterday they learned about the school librarian. Connect the librarian to the concept of jobs in our society.

TEACHER SAY: **What do you remember about our librarian?**



STUDENTS DO: Raise hands and offer ideas. Take 3-4 responses.

TEACHER SAY: **A librarian is a job that someone in our community does. Jobs are roles we take as a community to serve others. Today we will learn more about the different jobs in our community.**



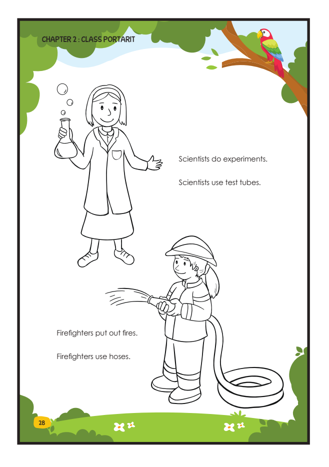
2. TEACHER DO: In order to learn more about the jobs people hold in your community and the tools they use to do them, you will read a story with the children. Use the **I Do, We Do, You Do** strategy to have the students read along with you. Pass out student books and have students turn to page 27, All About Jobs.



READ ALOUD: Doctors help sick people. Doctors use x-rays.

TEACHER SAY: **Point to the x-ray and repeat after me: "x-ray."**

3. TEACHER DO: Read aloud the second job and ask students to point to the tool mentioned and repeat the word on the page.



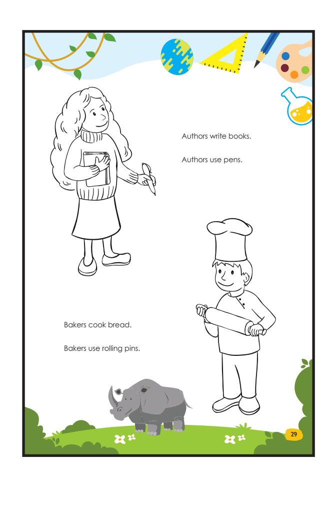
TEACHER SAY: Point to the tractor on the page. How many of you have seen a tractor in real life?

4. TEACHER DO: Read the second two jobs on page 28, having the students follow along and repeat each word after you, then point to the tool named. Then read the entire sentence and have students repeat the full sentence. For each job, ask students questions to get them thinking, such as "What do you think comes out of the hose?"



STUDENTS DO: Point to each word as the teacher reads it, then repeat the word. Listen carefully as the entire sentence is read and repeat it. Point to the tools named.

5. TEACHER DO: Read the last two jobs on page 29, having the students follow along with you (pointing at the words). Ask questions such as "Have you ever used a pen? A rolling pin?" Then challenge the students to re-read the last two jobs independently.





STUDENTS DO: Turn to a **Shoulder Partner** and take turn reading the sentences describing the last two jobs.



TEACHER SAY: You just read a story about jobs!
What tool does the doctor use? What shapes do you see in the picture of the tool?



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.

TEACHER SAY: What tool does the farmer use? What shapes do you see in the picture of the tool?



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.

TEACHER SAY: What tool does fireman use? What shapes do you see in the picture of the tool?



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.

TEACHER SAY: What tool does scientist use? What shapes do you see in the picture of the tool?



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.

TEACHER SAY: What tool does the author use? What shapes do you see in the picture of the tool?

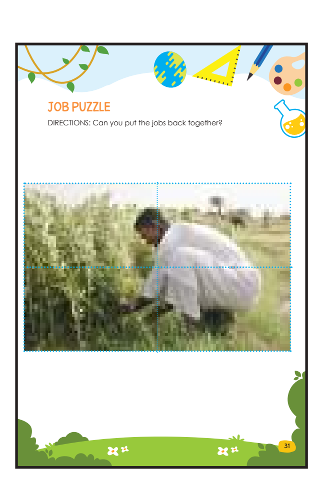


STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.

TEACHER SAY: What tool does the baker use? What shapes do you see in the picture of the tool?



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the tool and shapes. Color in the tool.



6. TEACHER DO: On pages 31 and 33 Title: Job Puzzle, of the student book, students will put together a puzzle featuring the jobs from the story.



Note to Teacher: If students are unable to cut the page out of the student book, *you may wish to make additional copies for groups to share. You may also choose to skip this activity and move to step 7 instead.*

TEACHER SAY: Turn to pages 31 and 33 of the student book.
Use scissors. Cut along the dotted lines.
When you are done cutting, shuffle up the puzzle pieces.
Try to put the puzzle back together!

TEACHER DO: Model for students how to cut along the lines. Mix up the puzzle pieces, then look for matching sides of the puzzle and place them next to each other.



 **STUDENTS DO:** Cut out then mix up the puzzle pieces. Reform the images as a puzzle.

7. TEACHER DO: Make the concept of jobs personal by connecting it back to the students. Prompt them to reflect on what they like to do, then reflect on what they would like to be when they grow up.

TEACHER SAY: We will all grow up and have jobs one day.
We learned that we are all unique. Turn to your Shoulder Partner. Tell your partner some of your favorite things to do.

 **STUDENTS DO:** Turn to partners and discuss favorite things to do.

TEACHER SAY: Our unique traits help us decide what we might want to be one day.
What do you think you want to be?

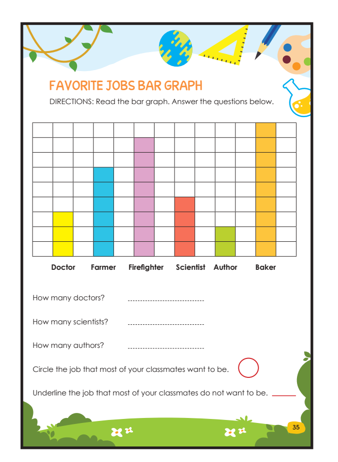
 **STUDENTS DO:** Turn to **Shoulder Partner** and tell them what they might want to be.

8. TEACHER DO: Connect student's ideas of future jobs to asking questions about the world and conducting investigations.

TEACHER SAY: I am curious. I want to know more about the jobs you like.
I am going to form an investigation question:
"What is the most popular job in my class?"

TEACHER DO: Write the question on the board.

9. TEACHER DO: Create a bar graph with the students to demonstrate how to organize data and show what the most popular jobs might be. As each set of students joins the front of the room, count the number of students and record it on a bar chart – similar to the one shown on page 35 in the student book.





Note to Teacher: The data shown on page 35 is an example and is not representative of your class.

TEACHER SAY: Let's look at a way I can answer my question.
I will collect data by asking you your favorite job, then sorting you into groups. Let's start with the jobs we learned today. Pick your favorite, and raise your hand when I name it.
Raise your hand if you want to be a doctor when you grow up.

 **STUDENTS DO:** All students who raised their hand stand in a line at the front of the classroom. The student at the front will hold a piece of paper that says "doctor."

TEACHER SAY: Raise your hand if you want to be a farmer when you grow up.

 **STUDENTS DO:** All students who raised their hand stand in a line at the front of the classroom, beside the line of doctors. The student at the front will hold a piece of paper that says "farmer."

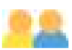
TEACHER SAY: Which line is longer? Which line has more students in it?
Raise your hand if you want to be a fireman when you grow up.

 **STUDENTS DO:** All students who raised their hand stand in a line at the front of the classroom, besides the line of farmers. The student at the front will hold a piece of paper that says "fireman."

TEACHER SAY: Raise your hand if you want to be a scientist when you grow up.

 **STUDENTS DO:** All students who raised their hand stand in a line at the front of the classroom, beside the line of firemen. The student at the front will hold a piece of paper that says "scientist."

TEACHER SAY: Raise your hand if you want to be an author when you grow up.



STUDENTS DO: All students who raised their hand stand in a line at the front of the classroom, beside the line of scientists. The student at the front will hold a piece of paper that says "author."

TEACHER SAY: **Raise your hand if you want to be a baker when you grow up.**



STUDENTS DO: All students who raised their hand stand in a line at the front of the classroom, beside the line of authors. The student at the front will hold a piece of paper that says "baker."

TEACHER DO: Make the connection between the number of students in each line and the numbers you are using to represent the students on the graph. Show the students the real-life connection between numbers of objects (students) and numerals used to represent amounts.

10. TEACHER DO: Introduce students to the concept of graphing and transition them back to their seats to practice with page 35.

TEACHER SAY: **We just made a bar graph using our bodies!**
Bar graphs help us look at data to see what categories have more and less.



STUDENTS DO: Return to their seats and open their student book to page 37, Favorite Jobs Bar Graph.

11. TEACHER DO: Use **I Do, We Do, You Do** demonstrate how to analyze bar graph of favorite jobs.

TEACHER SAY: **This bar graph is similar to the one we just made, but it's of a fictional, or pretend, class. Let's find out what jobs this class likes.**



READ ALOUD: The directions say "Read the bar graph. Answer the questions below."

TEACHER SAY: **Let's learn how to read a bar graph. The words on the bottom are the types of jobs in our community. Sound them out with me…**



STUDENTS DO: Sound out each job word.

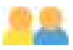
TEACHER SAY: **The boxes above the jobs show how many students want that job.**
I count the boxes to learn how many students want that job.
I will count the doctors: "1, 2, 3." Three students want to be doctors!
Count farmers with me…



STUDENTS DO: Count along with the teacher to determine the number of farmers.

Note to Teacher: When students reach five, the biggest number they have learned in Math, have them listen to you count each new number and repeat after you. They do not need to memorize the order of numbers 6-9 here, they just need to understand that 6 (farmers) is more than 3 (doctors), 8 firemen is more than 6 farmers, etc. based on the height of the bars.

12. TEACHER DO: Read each question beneath the bar graph aloud and have students attempt to answer by **Whispering** into their hands.



STUDENTS DO: Work on writing numbers for the questions (answers are all less than five). Students circle the most popular job and cross out the least popular job.

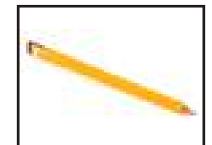
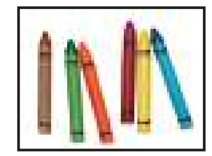
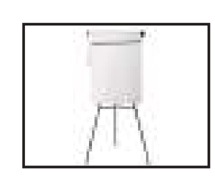
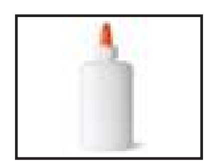
13. Closing: Use the closing time to reflect on what was learned and make predictions for future learning.

TEACHER SAY: **Today you learned about different jobs in the community and the tools they use. Let's remember our trip to the library yesterday. What is one tool the librarian uses? [accept responses] Remember, we are learning all this to create a piece of art of our school community. How could we include what we learned today when we draw our community?**

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Describe works of art. • Draw pictures of themselves now and in the future. • Practice reading in a collaborative read aloud exercise	• Mural • Jobs • Tools	Collect recycled materials from bins around the school. Clean and cut them into 1 inch squares.

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard	Glue	Markers or Chalk
					

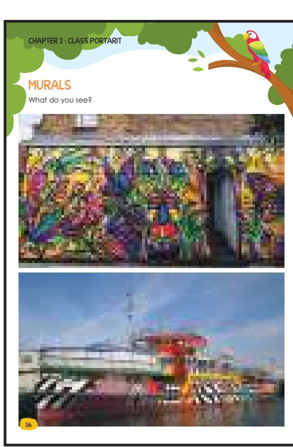


Learn (90 mins)

Directions

1. Introduction: So far in this unit, students have explored the following communities or community members: individual students, family, extended family, class, library/librarian, jobs including doctors, farmers, etc. The mural that will be created will attempt to combine all of the knowledge and learning in an artistic display.

TEACHER SAY: **Yesterday we learned about the different jobs in our community. We learned how they help us and the tools they used. At the end of class, we asked how we can use that information to create our class mural.**



2. TEACHER DO: Point to the “ideas” chart from the first day. Note that we stated we will need to learn what a mural is. Have students look at page 36 “Murals Are” in their student book.



TEACHER SAY: **We said we needed to learn more about murals.**
Your student book has a page with pictures of murals. One mural is on the wall of a building.
One mural is on the side of a boat.
Turn to your Shoulder Partner. Discuss what you see.



 STUDENTS DO: Turn to a Shoulder Partner and discuss observations of murals.

3. TEACHER DO: Call students back together and lead a class discussion.

TEACHER SAY: **What do you see? What do you know about murals now that you have seen examples?**

TEACHER DO: Use Calling Sticks to choose 4-5 students to share ideas. Focus on the art being large and often covering a wall. The art contains many different shapes and images.

TEACHER SAY: **Murals are large.**
They are made of many images.

They are often on the side of buildings.
The represent people and places.
Our mural will be made of information about ourselves and our community.

4. TEACHER DO: Inform students that each person will add a picture of themselves in the present and the future to the mural. Start by **Brainstorming** how they look now.

TEACHER SAY: **For our mural, everyone will add a picture of yourself now and a picture of yourself in the future. Let's think about now, remembering what we learned at the beginning of the school year.**
How will you draw yourself? What color eyes do you have? What color hair? What clothes do you wear? What will you draw yourself doing?



STUDENTS DO: Turn to **Shoulder Partner** and describe themselves.

5. TEACHER DO: Transition to asking students how they will look in the future. Begin by asking simple physical trait questions.

TEACHER SAY: **Now let's think about the future, when you are an adult and have a job. How will you look different in the future? How will you look the same?**
Will your hair be the same? Will your eyes be the same? Will your height be the same?



STUDENTS DO: Turn to **Shoulder Partner** and describe themselves in the future, answering the questions posed.

TEACHER DO: Call the class together and use **Calling Sticks** to choose 4-5 students to share ideas with the class. This is an opportunity to make sure student answers are on track (they should verbalize that their eyes will stay the same, they will be taller, etc.).

6. TEACHER DO: Remind students that they will not be students when they grow up. They will have jobs in the community.

TEACHER SAY: **Do you remember what you want to be when you grow up?**



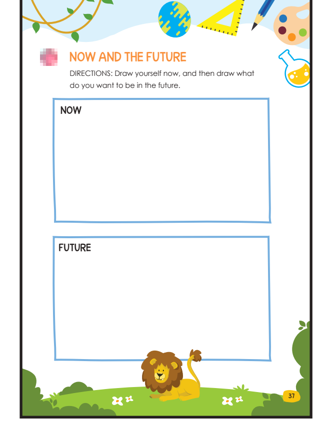
STUDENTS DO: Turn to a **Shoulder Partner** and share what community job they want to have in the future.

TEACHER SAY: **When you draw yourself in the future you will draw yourself with the tools for your job. Remember that we met the librarian a few days ago. The librarian uses books as tools in her job.**
Let's reread our story to review the tools other jobs use.

7. TEACHER DO: Have students turn back to page 27, "All about Jobs" of their notebooks. Use the **I do, We do, You do** strategy to have the students read along with you. For each sentence, read it aloud, have students repeat it with you as a group, then read it out loud (quietly) to themselves.



STUDENTS DO: Turn to student book page 27, All About Jobs. Follow along as the story is read and repeat when requested.





TEACHER SAY: **What tools will your job need?**
If your job is not in this book, how can you find out the tool they use?
You will draw your tool when you draw yourself in the future.

8. TEACHER DO: Have students turn to page 37 of the student book, Now and the Future. Here they will find two boxes, one labeled "now." In this box they should draw how they look now. The other is labeled "the future" and should be where they draw themselves in the future.



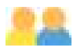
READ ALOUD:
Directions: Draw yourself now, and then imagine what you will look like in the future.

TEACHER SAY: **We have talked about ourselves now and in the future.**
Its time to take our ideas and draw them for the mural.

First you will use a pencil to draw the outline. Don't forget to add a tool you will use in your future job.

 STUDENTS DO: Use pencils to draw an outline of themselves now and in the future.

TEACHER DO: Now, chose the color crayons you will need for your hair, eyes, and clothing. Color in your picture.

 STUDENTS DO: Use crayons to add colors to themselves now and in the future.

TEACHER SAY: **We created art earlier that made use of recycled materials that would have otherwise been thrown away.**
Let's do the same thing today! Use the pieces of recycled material to add background to your picture. You can show the ground. You can make clouds. You can make a classroom or an office or a factory.

 STUDENTS DO: Use recycled materials and glue to add to their images.

9. TEACHER DO: Once students are done, cut the page out of the student book and collect them and set aside so that the glue can dry.

TEACHER SAY: **Look at all these images!**
Together we make up a beautiful community! How are we all alike in these images?
How are we all different?

 STUDENTS DO: After each question, allow 3-4 students to raise their hands and offer ideas.

10. Closing: Remind students that part of taking care of a community is keeping it clean.

TEACHER SAY: **You helped keep our community clean by using recycled pieces for art today. Now you will help clean up the classroom after the art activity. This is also caring for your community.**

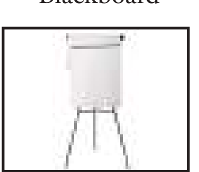
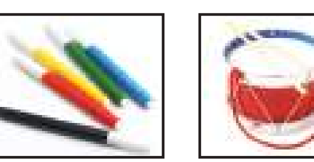
TEACHER DO: Give students directions on how you would like them to clean their space and the room.

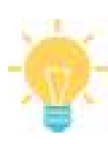
 STUDENTS DO: Tidy the classroom.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Identify that they are part of the national Egyptian community. • Sign the national anthem.	• Country • Egypt • Anthem • Rhythm	• Prepare a sheet of paper for each student with their name printed on it in large font, and the word Egypt written below it (can be hand-written or printed). • If you have access to speakers or a radio, prepare an audio recording of the national anthem. Students will tap out the rhythm of the national anthem. • If you have access to musical instruments (drum or any percussion instrument), be ready for students to use those. If not, students will be able to tap the rhythm with a pencil on a desk or chair.

MATERIALS

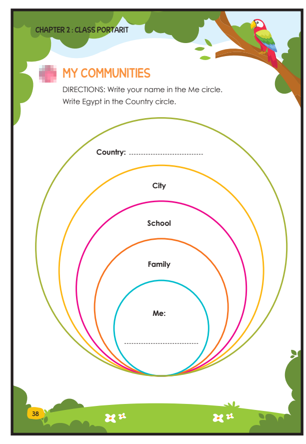
Student Book	Pencils	Crayons	Chart Paper or Blackboard	Markers or Chalk	Drums (if available)
					



Learn (90 mins)



Directions



1. Introduction: Refer back to the "ideas" poster from day one, reflect on all the learning they have done since the first day.

TEACHER SAY: Let's review what we have learned so far. You now know more about murals. You learned about ways that you can turn recycled materials into art. You know that a community is a group of people that work together, live together, and take care of each other. In this lesson, we are going to learn about an even larger community that our class is a part of: the nation of Egypt.

2. TEACHER DO: Have students turn to page 38 of their student book: My Communities. This page shows communities of all different sizes. Starting with the center, the student, it has circles for family, class, school, city, and nation.

TEACHER SAY: We are part of many communities.
Each community is a different size.
At the center is us.

3. TEACHER DO: With students, practice writing their names in the smallest circle. Hand each student a piece of paper with their name written at the top.

**TEACHER SAY: Your name is written at the top of this paper.
With your finger, trace the letters of your name.**

TEACHER DO: Demonstrate with your own name on the board.

STUDENTS DO: Trace the letters of their name with a finger.

TEACHER SAY: With your pencil, trace the letters of your name.

TEACHER DO: Demonstrate with a piece of chalk and your own name on the board.

 **STUDENTS DO:** Trace the letters of their name with a pencil.

TEACHER SAY: Below your name, practice writing the letters yourself three times.

 **STUDENTS DO:** Practice writing their name 3 times on the bottom of the paper.

4. TEACHER DO: Have students return to page 38 of the student book. Where it says "name" in the center circle, they should write their name.

 **STUDENTS DO:** Write name in the center circle.

5. TEACHER DO: Read through each circle around the students' names. At each, review what you have learned about that community in this unit.

**TEACHER SAY: Around you is your family.
What have we learned about your family community in this unit?**

 **STUDENTS DO:** Turn to a **Shoulder Partner** and share what they learned.

TEACHER DO: Call the students back together and have 3-4 students share their ideas. If they do not already mention, remind them of the difference between extended family and close family and of the ways families help each other and work together.

**TEACHER SAY: Around the family is your school.
Who are the people in our school community?
What did we learn about our school community?**

 **STUDENTS DO:** Turn to a **Shoulder Partner** and share what they learned.

TEACHER DO: Call the students back together and have 3-4 students share their ideas. If they do not already mention the librarian and what you learned about him/her.

TEACHER SAY: Around the school is the city.
We learned about different jobs in our city.
What jobs do you remember from the story we read?

 **STUDENTS DO:** Turn to a **Shoulder Partner** and share what they learned.

TEACHER DO: Call the students back together and have 3-4 students share their ideas. If they do not already mention the tools of each job and their responsibility to the community.

**6. TEACHER SAY: Note that around all of these smaller circles is another circle that says "country." Does anyone know the name of our country? [Take a few answers].
We live in the country of Egypt.
Let's practice spelling out the word EGYPT.**

TEACHER DO: Use **I Do, We Do, and You Do** to sound out the word.

 **STUDENTS DO:** Listen. Sound out the word with the entire class. **Whisper** the word to themselves.

TEACHER SAY: Lets practice writing Egypt.
What are the letters of Egypt?

TEACHER DO: Use **I Do, We Do, You Do** to spell out the word.

 **STUDENTS DO:** Listen to the spelling. Spell out the word with the entire class. **Whisper** the spelling of the word to themselves.

7. TEACHER SAY: Under your name, the word Egypt is written.
With your finger, trace the letters of the word.

TEACHER DO: Demonstrate with the word Egypt on the board.

 **STUDENTS DO:** Trace the letters of Egypt with a finger.

TEACHER SAY: With your pencil, trace the letters of Egypt.

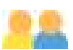
TEACHER DO: Demonstrate with a piece of chalk on the board.

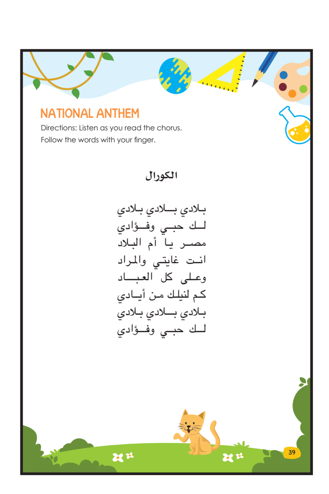
 **STUDENTS DO:** Trace the letters of Egypt with a pencil.

TEACHER SAY: Below the word Egypt, practice writing the letters yourself three times.

 **STUDENTS DO:** Practice writing Egypt 3 times on the bottom of the paper.

8. TEACHER DO: Have students return to page 38 of the student book. Where it says "Country: ________" in the largest circle, they should write Egypt.

 **STUDENTS DO:** Write Egypt on the line in the largest circle.



9. TEACHER DO: Have students turn to page 39 of their student books to read the national anthem. Explain that just like all communities, Egypt has values, responsibilities, rights, and traditions.

TEACHER SAY: Egypt is a community.
Just like your family community, each person in Egypt shares rights, responsibilities, and traditions. One important tradition is the national anthem.

TEACHER DO: First, you will practice reading the national anthem with students. You will read the body of the song independently, and the students will read the repeating chorus with you. First, Use **I do, We do, and You do** to read the CHORUS ONLY.

Note to Teacher: You may wish to coordinate with the Arabic teacher to ensure that the words of the National Anthem are within the literacy range for students at this time of the school year. If this is beyond the skill level of students, you should read to the children and have them repeat each word after you say it.

TEACHER SAY: Let's read what our national anthem says.
We will start with the chorus. I will read first, you follow along with me with your finger.

 **STUDENTS DO:** Listen as you read the chorus, following the words with finger. Read/say the chorus along with the entire class. Read/say the chorus independently, if appropriate.

TEACHER SAY: Now, I will read the rest of the song. Whenever we get to chorus, we will read the chorus out loud as a class.

 **STUDENTS DO:** Listen as your read the body of the song. Read or say the chorus out loud with you whenever the chorus appears in t

10. TEACHER DO: Play with instruments! If you have small drums available, use those. Otherwise, show students how you can use a pencil and a desk to tap a beat.

TEACHER SAY: Songs have rhythms. Our national anthem has this rhythm…

TEACHER DO: Tape the rhythm on the desk. Invite students to tap along with you.

 **STUDENTS DO:** Tap in the same rhythmic speed as the teacher.

TEACHER SAY: I will attempt to sing the national anthem while you tap the rhythm. Let's try it!

 **STUDENTS DO:** Tap out the same rhythm while you sing the song.

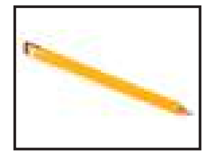
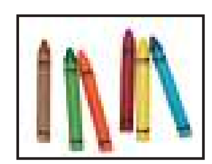
11. Closing: Today the students took the idea of community and started to move from student→family→school→city→country. You may want to post this sequence and ask students to reflect on how these communities are connected, alike and/or different.

TEACHER SAY: Today we learned about communities of all sizes.
What communities have we learned about so far? [allow responses]
We learned about our national community of Egypt. Tomorrow, we will learn more about Egypt so that we include it in the final part of our mural!

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Investigate the environment and describe their findings using the five senses. • Review the national anthem and learn about references to national landmarks and values. • Brainstorm ways that they could draw Egyptian symbols in their second piece of art for the mural.	• Nile • Environment • Nature • Collaboration • Needs

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard	Markers or Chalk
				



Learn (90 mins)

Directions

1. Introduction: Remind students that there are communities of all sizes and connect it to the mural that they will create of their classroom community.

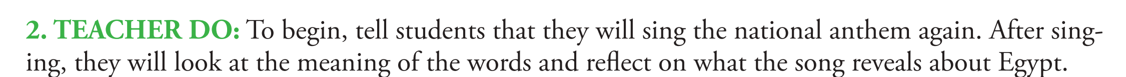
TEACHER SAY: **Can you remember a community that we have learned about?**



STUDENTS DO: Raise their hands and offer ideas.

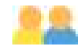
TEACHER SAY: **Today we are going to learn more about our Egyptian community. On our "ideas" poster we said we needed to learn how to collaborate. Today we will learn how being a national citizen means collaborating.**





2. TEACHER DO: To begin, tell students that they will sing the national anthem again. After singing, they will look at the meaning of the words and reflect on what the song reveals about Egypt.

3. TEACHER SAY: **Turn back to page 39 in your student book. We will begin by singing the national anthem again. Then we will think about what the anthem means.**



STUDENTS DO: Sing the chorus to the song as teacher sings the main stanzas.

4. TEACHER DO: Point out that the song talks about the gift of the Nile and the responsibility to protect the country.

TEACHER SAY: **The anthem talks about the gifts of the Nile. Does anyone know what the Nile river is?**

TEACHER DO: Call on a few students to share what they know about the Nile.

TEACHER SAY: The Nile is a very large river that runs through the center of our country. The Nile gives us many things that we need.

5. TEACHER DO: Use the Nile to think about what each student NEEDS in order to survive. You will be differentiating between NEEDS and WANTS.

**TEACHER SAY: A "need" is something that you MUST have in order to survive.
You would not be able to survive without it. What are your needs?**



STUDENTS DO: Turn to a **Shoulder Partner** and discuss the ideas they have for their needs.

TEACHER DO: Call the class back together. Take 3-4 ideas from students, and write needs in a list on the board. If they offer something that is not a NEED but a want remark:

TEACHER SAY: Hmmm… I wonder, what would happen if I didn't have "x" thing? I would be unhappy, but I would still survive. I don't think this is a need. [Keep track of student responses, if they do not fit the NEED category, write to the side in a different location.]

**TEACHER SAY: I see that you put water on your list of needs.
The Nile is a river, it brings us water to live.
I see that you put food on your list of materials.
The Nile brings farmers water to grow their crops.
I see that you said you need a home/shelter.
The Nile allows us to move lumber for building across long areas of the country.**

6. TEACHER DO: Transition from the Nile and learning more about the Egyptian environment around them. Introduce the instructions for a nature walk. If the weather or other circumstances prevent students from going outside, you may wish to allow students to watch a video or other digital resource to observe and appreciate their surroundings.

**TEACHER SAY: The Nile is the largest river in Egypt and can be a part of our mural.
But there are many other parts of Egypt that we can draw!
Nature is all around us.
We will do a nature walk around the school.
As you walk think:**

- **What colors do you see?**
- **What shapes do you see?**
- **What sounds do you hear?**
- **What smells do you smell?**



STUDENTS DO: Form a safe and quiet line at the door. Follow you as you talk a walk around the school to investigate the environment. As students walk, they should collect at least one interesting item that they find that is from the environment.

7. TEACHER DO: After the walk, bring students back into the classroom. Form a chart on the board with three columns, "See," "Smell," and "Hear."

Note to teacher: Students may not have fully developed the vocabulary to describe texture or smells. Use your best judgement about the skill level of your students. If you need to introduce specific words to help their descriptions (smooth, rough, soft, hard, sweet, etc.) take the time to do that before students share with partners.



STUDENTS DO: Share what they saw, smelled and heard during the nature walk.

TEACHER SAY: Lets look at what you collected on our walk! Share what you found with your table and describe it:

- **What color(s) is it?**
- **What shapes are in it?**
- **What is the texture?**



STUDENTS DO: Turn to their tables to share the objects they collected and explain the color, shape, and texture of the items.

8. TEACHER DO: Students will use their observations to draw what they collected on page 40 of their student book. Students should use color to illustrate their observations.



READ ALOUD:
Directions: Draw what you collected on the nature walk.



STUDENTS DO: Draw their object in the frame.

TEACHER SAY: **The anthem talks about treating our homeland with care and love!**
We just drew a piece of our homeland!

9. TEACHER DO: **Think Aloud** to students about other things that you can learn from the anthem. Use this to define and explain the importance of collaboration.

TEACHER SAY: **The anthem talks about caring for and loving our homeland.**
To do that, we must work together.
Working together is called collaborating.
What is one way that you have collaborated, worked together, in our class?



STUDENTS DO: Turn to **Shoulder Partner** and discuss ways that they have collaborated.

TEACHER DO: When students are finished, call them back together and have 3-4 students share their memories of collaborating.

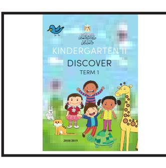
10. Closing: Point back to the "ideas" chart.

TEACHER SAY: **At the beginning of the unit, I told you we would make a mural.**
A mural is often a collaborative piece of art.
This means that they are made by people working together.
So far, you have made pictures of yourself now and in the future.
Tomorrow you will draw pictures of our school and Egypt.
Finally, we will add them all together to cover a wall and form a mural!

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Make a plan for their picture of the school and national community. • Practice mixing colors and predicting hues that result from two or more colors. • Use paint to create pictures of the school and country.	• Red • Orange • Yellow • Green • Blue • Purple	Prepare a dish of paints and water for students to use. You may want to use water colors as they are easy to mix and clean up easily. Have paintbrushes for students and towels on hand to clean up spills. Painting on a white paper plate is an easy way to help contain any mess.

MATERIALS

Student Book	Pencils	Paint	Chart Paper or Blackboard	Markers or Chalk 	Paintbrushes
					



Share (90 mins)

Directions

1. Introduction: Use this time to excite students about continuing to add to the mural creation. Tell students that they will create their second piece of art for the mural today!

2. TEACHER DO: Give each student a paper plate or piece of blank paper. Guide them through testing out what colors they can make.

TEACHER SAY:
We will use paints for our art today!
You may have learned about mixing colors before.
Let's see what you remember.
Put a small dot of red, blue, and yellow paint on your paper.
These are the primary colors.

 **STUDENTS DO:** Students create three separate paint dots.

TEACHER SAY: What do you think will happen if you mix the red and yellow?
Mix red and yellow, what did you make?

 **STUDENTS DO:** Mix colors and offer findings.

TEACHER SAY: What do you think will happen if you mix the red and blue?
Mix red and blue, what did you make?

 **STUDENTS DO:** Mix colors and offer findings.

TEACHER SAY: What do you think will happen if you mix the blue and yellow?

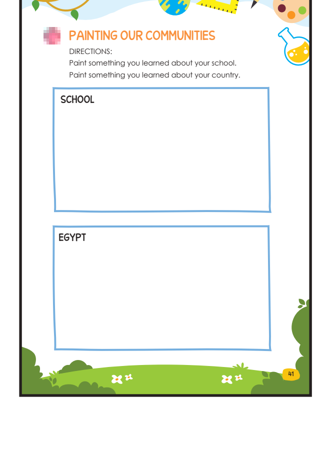
Mix blue and yellow, what did you make?

 STUDENTS DO: Mix colors and offer findings.

3. TEACHER DO: **Brainstorm** ideas of how to represent the school community in a painting with students. Record student ideas under the word “school” on the board.

TEACHER SAY: **First, we will paint a picture of our school community.**
We learned about our school community during this unit.
Let’s Brainstorm! What could we paint?

 STUDENTS DO: Raise hands to offer ideas.



4. TEACHER DO: Have students turn to page 41 of their student books, Painting Our Communities. Point to the school box.

 READ ALOUD:
Directions: Paint something you learned about your school.

TEACHER SAY: **We have thoughts of many ideas of what we could paint of our school. Choose just one or two and paint them in the school box.**

TEACHER DO: Circle throughout the class and assist where necessary.

 STUDENTS DO: Students paint the school community.

5. TEACHER DO: **Brainstorm** ideas of how to represent the country of Egypt in a painting with students. Record student ideas under the word “Egypt” on the board.

TEACHER SAY:
We will also paint a picture of our Egypt community.
We learned about our Egyptian community during this unit.
Let’s Brainstorm! What could we paint?

 STUDENTS DO: Raise hands to offer ideas.

6. TEACHER DO: Point to the Egypt box.

 READ ALOUD:
Directions: Paint something you learned about your country.

TEACHER SAY: **We have thoughts of many ideas of what we could paint of Egypt.**
Chose just one or two and paint them in the school box.

TEACHER DO: Circle throughout the class and assist where necessary.

 STUDENTS DO: Students paint the Egyptian community.

7. Closing: Remind students that part of taking care of a community is keeping it clean.

TEACHER SAY: **We have been learning that cleaning our room helps our community. Now you will help clean up the classroom after the art activity to help care for your community.**

TEACHER DO: Give students directions on how you would like them to clean their space and the room.

Lesson 10 Overview

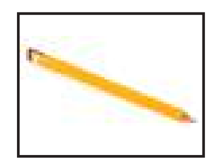
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Present posters to classmates. • Demonstrate appropriate listening and speaking skills	• Speaking • Listening

MATERIALS

Student Book | Pencils | Board or chart paper | Markers













Share (90 mins)

Directions

1. Introduction: Tell students it is a very special day! They have worked hard for many days to learn about community they belong to and today they will share their ideas respectfully.

TEACHER DO: Engage students in a reflective discussion about all they learned in this unit.

TEACHER SAY:
Do you remember what we've learned in this chapter?
We learned about community.
We learned about our families.
We learned about our school.
We learned about people who help us and work together.
We learned about our country Egypt.
Talk with your Shoulder Partner about what you liked learning the most.
Look in your student books if you need help remembering.



STUDENTS DO: Discuss with partners. Refer back to the student books for ideas.

2. TEACHER DO: Hand back the drawings of themselves in the present and future along with the paintings they did of Egypt and the school. If needed, allow time for students to complete their artwork.



STUDENTS DO: As they finish, join the other students in practicing to present their posters. Make sure all students listen to directions (step 3) before finishing their paintings.

3. TEACHER DO: Promote a discussion about what needs to be shared.

TEACHER SAY: Before we present our art to everyone, we need to know what we are going to say. What do you think we should tell each other?



STUDENTS DO: Possible answers: We can talk about what we look like, we can talk about

how we are similar and different from others, we can talk about what we want to be, we can talk about our families and communities.

4. TEACHER DO: After students have responded with some ideas, model expected behavior with your own art. **Think Aloud** to model good practices for presenting.

TEACHERS SAY: When we present, we stand up straight. Practice with me.

STUDENTS DO: Stand up at the desk with a straight back.

TEACHERS SAY: We look at the audience, practice with me.

 **STUDENTS DO:** Look straight ahead.

TEACHERS SAY: We use a clear voice for everyone to hear. Practice with me by saying your name, loud and clear.

 **STUDENTS DO:** Say their name loud and clear.

5. TEACHER DO: Have students first turn to their **Shoulder Partner** to practice sharing two things about their art.

TEACHERS SAY: Practice what you would like to say about your art.
Who can tell us how to be a good listener?

TEACHER DO: Allow 3-4 students share their ideas. Add other information as needed.

 **STUDENTS DO:** After practicing with a partner, students take turns sharing with the class.

Note to Teacher: If there is not enough time for every student to share individually, have students share their work with their tables, then collect it to hang on the wall before the next day begins.

TEACHER DO: As each student presents, tape their art to a clear wall, forming a giant mural of students and communities.

6. Closing: Close the class by reflecting on the end of the unit.

TEACHER SAY: Turn to your table partners and thank everyone for sharing and listening.

KINDERGARTEN II

Multidisciplinary

Who Am I?

Chapter 3

Two Feet, Four Paws

Theme Overview

Two Feet, Four Paws

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will observe different animals. Students will describe basic needs of animals. Students will begin to consider differences and similarities between animals and people.	2
Learn	Students will learn about animals that are native to Egypt. Students will learn to use text and pictures to build understanding.	5
Share	Students will use speaking and listening skills to share their learning with classmates. Students will work cooperatively with a team to produce a broadcast.	3

Life Skills Addressed

Two Feet, Four Paws

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self expression.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.
- With support, read emergent-reader text with purpose and understanding.
- Identify the first word in a spoken sentence.
- Identify the last word in a spoken sentence.
- With prompting and support, identify the main topic and retell key details of text.
- Ask about key details with prompting and support.
- Use the illustrations and details in a text to describe its key ideas.
- Identify front cover, back cover, and title page of a book.
- Describe the relationship between illustrations and the text in which they appear.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, read and comprehend informational text appropriately complex for KG2.
- Answer questions about key details in text with prompting and support.
- Describe the relationship between illustrations and the text in which they appear.

WRITING:

- Write his/her name.
- Recall information from experiences.
- Use drawings, dictating, and writing to narrate events and a reaction to what happened.
- Describe familiar people, places, and things with prompting and support.
- Recall information from experiences.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussions.
- Express basic needs.
- Express thoughts, feelings, and ideas clearly.
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Produce complete sentences when appropriate to task and situation.
- Describe people, places, things, and events with relevant details and provide additional detail with prompting and support.

MATH:

- Count numbers up to 15, as a symbol, meaning, comparing, arranging.
- Count objects to tell how many there are.
- Read and write numerals from 0 to 20.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Compare orally between length and weight and size using longer than/shorter than, heavier/lighter, bigger/smaller.
- Collect and classify data using objects and drawings (up to 20).
- Correctly use terms such as above, below, beside, in front of, behind, and next to.
- Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities, up to 20.
- Write numerals and represent quantities with a number up to 20
- Compare orally between length and weight and size using longer than/shorter than, heavier/lighter, bigger/smaller.

SCIENCE:

- Provide evidence that organisms are made of parts that help them carry out basic functions of life.
- Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.
- Raise questions about the world around thethemselves.
- Determine the characteristics of living organisms (nutrition, movement, sensation).
- Investigate objects in the environment.

- With support, seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.

ART:
- Draw geometric shapes (e.g., square, triangle, circle, rectangle).
- Use colored pencils and paint brushes to draw themes from the surrounding environment.
- Create artwork from own imagination.
- Create simple artwork to express feelings
- Produce unique artworks using materials from the surrounding environment.
- Play instruments available in school.

SINGING:
- Sing the national anthem and theme-related songs with others.
- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments

DRAMA:
- Respect the performances of classmates.

ECONOMICS AND APPLIED SCIENCE:
- Seek friendship with others.
- Use proper etiquette when communicating with others.

SOCIAL STUDIES:
- Express self in a diversity of ways.
- Express feelings of devotion to family, school, and community.
- Demonstrate respect for national symbols (e.g., national anthem and flag).
- Work with classmates to solve problems.

EDUCATIONAL MEDIA:
- Cooperate with classmates in preparing a broadcast.
- Identify the librarian.
- Identify the location of the library.
- Explain the function of the library.
- Knows the hours of operation of the library.

VOCATIONAL FIELDS:
- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.

CH 3 Pacing Guide

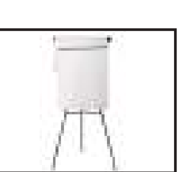
LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Demonstrate initial knowledge of animals. • Brainstorm research questions. • Create questions about animals that will guide learning for the unit "Two Feet, Four Paws." • Participate in shared reading. • Share comprehension details from shared reading text.
2	**DISCOVER: Students will:** • Comprehend while reading with assistance. • Identify the first and last word of a sentence. • Share ideas about the needs of living things. • Identify features that help animals meet basic needs.
3	**LEARN: Students will:** • Participate in shared reading. • Count and compare body parts of animals. • Share comprehension details from shared reading text. • Describe animal needs..
4	**LEARN: Students will:** • Compare sizes of animals. • Identify features that help animals meet their basic needs. • Share comprehension details from shared reading text.
5	**LEARN: Students will:** • Compare human needs to animal needs. • Identify healthy and non-healthy foods. • Compare and contrast animal features.
6	**LEARN: Students will:** • Identify features of the flag of Egypt. • Create a personal flag featuring an animal of choice. • Sing the national anthem.
7	**LEARN: Students will:** • Categorize data from the class set of personal flags. • Sing the national anthem. • Create an original song about characteristics of animals.

LESSON	INSTRUCTIONAL FOCUS
8	SHARE: **Students will:** • Identify the elements of a radio broadcast. • Cooperate with classmates in preparing a broadcast. • Compare and contrast humans and animals.
9	SHARE: **Students will:** • Verbalize how animals are similar to and different from humans. • Prepare a broadcast with detailed verbal descriptions of chosen animals. • With support, participate in conversations with peers to compare and contrast humans to animals. • Compare the size of humans and various animals.
10	SHARE: **Students will:** • Use speaking and listening skills. • Share their learning. • Cooperate with partners.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Demonstrate initial knowledge of animals. • Brainstorm research questions. • Create questions about animals that will guide learning for the unit "Two Feet, Four Paws." • Participate in shared reading. • Share comprehension details from shared reading text.	• Animals • Research • Title page • Author • Writer • Illustrator	Prearrange a visit to the library and invite the librarian to join in reading to the students. If no library is available, use classroom books. You may be able to borrow from another teacher as well. Another source would be to ask students to bring any animal picture books from home to share. Prepare the KWL Chart by only drawing the outline of the chart. You will explain each section of the chart as you write the headings.

MATERIALS

KWL Chart	Chart Paper or Blackboard	Chalk or Markers
		



Discover (90 mins)

Directions

1. Introduction: Introduce the new unit called, 'Two Feet Four Paws." This is an opportunity to excite students about this new unit.

TEACHER SAY:
We are starting a new unit in our theme, "All About Me" called "Two Feet Four Paws." What do you think we might learn about?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Share original ideas about the unit and what they might learn.

TEACHER SAY:
We will be learning about animals that live in Egypt and animals that live in other parts of the world. We will also be learning about how we are the same as some animals and different from some animals.

2. TEACHER DO: Show students the **KWL Chart**. This will help the students formulate their thinking, reviewing what they know and what they want to know. At this point, the chart should have 3 columns drawn with room for headings at the top of each column.

TEACHER SAY:
The KWL Chart will help us think about what we want to learn. We will use it as we learn about different animals.

TEACHER DO: Write the word "Know" at the top of the first column.

TEACHER SAY:
In this column, we will write what we already know. You already know so much about animals. This will help us get ready to learn.

3. TEACHER DO: Write the words "Want to Know" in the middle column of the **KWL Chart**.

TEACHER SAY:
In this column we will write things we want to know about animals. These will be questions or things we wonder about.

4. TEACHER DO: Write the word "Learned" in the last column.

TEACHER SAY:
In this column we will write things we learn about animals. As we learn new things that we don't want to forget, we will add to this column.
I think we are ready to begin working on our KWL Chart. Where do you think we should start?

5. TEACHER DO: Use **Calling Sticks** to choose a student to answer the question before continuing.

 **STUDENTS DO:** Students should suggest starting with the Know column.

TEACHER SAY:
Let's share some of the things we already know about animals.
I will be using the Calling Sticks so be ready with your answers.
How are animals the same as us?

Note to Teacher : As you call on students, use **Wait Time**. *Sometimes students need extra time to respond to your question. This could be as much as 30 seconds or more. If necessary, remind students that it is this student's turn to talk and he/she needs time to think.*

TEACHER DO: Use **Calling Sticks** to choose four new students to share what they already know before continuing. Record students' answers only in the first column.

 **STUDENTS DO:** Students share what they already know about animals.

6. TEACHER SAY:
You all have good ideas! Now let's share some ideas about how animals are different from us.

TEACHER DO: Choose three or four students to answer. Be sure to give students **Wait Time** to think about their answers.

 **STUDENTS DO:** Students share what they already know about animals.

7. TEACHER DO: Point to the second column, "Want to Know".

TEACHER SAY:
I know there are many more things we could add to "I Know", but let's look at the second column, "Want to Know." When we start learning something new, it is good for us to think about what we want to learn. Everyone think for just a minute about what you would like to learn about animals.

8. TEACHER DO: Pause for **Wait Time**, about 45 seconds, to allow students to think. When time is up, choose five students using the **Calling Sticks**. Add their ideas to the "Want to Know" column.

TEACHER SAY: **What would you like to learn about animals?**

 **STUDENTS DO:** Students share questions about animals.

9. TEACHER DO: Leave the chart posted, but move away from it after the questions have been recorded. Keep in mind the ideas that have been posted. You will refer to and add to this chart over the course of the unit.

TEACHER SAY:
We already have some good ideas. I know we will add more as we learn more. If we want to learn something new about animals, where will we find information?

TEACHER DO: Choose students whose hands are raised.

 **STUDENTS DO:** Answers might include books, internet and observations.

10. TEACHER SAY:
When we want to learn about something, we research. To research is to discover facts. We will research animals to learn about them. That means you will all be researchers! We will use books for our research at school.

11. TEACHER SAY:
Where do you think we can find books about animals?

 **STUDENTS DO:** Offer suggestions that include the library, the classroom or books that may have been brought in.

Teacher Note: If you have a library, follow steps 11 through 16. If you are going to share books or visuals using technology, go on to step 17.

TEACHER SAY: **I like how some of you suggested going to the library. I have talked with our librarian and she/he is expecting us.**

12. TEACHER DO: Prepare the students to visit the library by reviewing the rules of behavior walking to and in the library.

TEACHER SAY:
What do we need to remember when we go to the library?

 **STUDENTS DO:** Students will talk about behavior in the library.

13. TEACHER DO: Choose different students to respond to each of the questions using **Calling Sticks**.

TEACHER SAY:
Do you think the library is open now?
What is the name of our librarian?

 **STUDENTS DO:** Respond with their knowledge of the library.

14. TEACHER DO: Direct students to take on responsibilities in the library. Focus on using agreed upon expectations for talking with an adult. Choose students to complete the following tasks.

TEACHER SAY:
(student's name), would you please introduce the librarian to the class when we get there and thank him/her for helping us?
(student's name), will you please ask the librarian to show us where the animal books are in the library?
(student's name), will you please invite the librarian to read a book to us?
Class, Let's impress our librarian by quietly sitting down in our assigned area.
Does everyone know what to do when we get to the library?
Who can lead us to the library?

 **STUDENTS DO:** Accept assignments or ask clarifying questions.

15. TEACHER DO: Walk students to the library. Stand by the students as they take on their responsibility. Be sure to praise them for being responsible.

16. TEACHER DO: If the librarian is there to guide the students, walk with the students and the librarian to find the animal section. If the librarian is not available, make sure you know in advance where the animal section is so you can guide them. After students have been introduced to the section where animal books are kept, either the teacher or the librarian prepares to read from a picture book to the students.

17. TEACHER DO: You will introduce the cover, back and title page to the students. Show the cover of the book to the students. Choose two or three students to respond to your question.

TEACHER SAY:
What do you see on the cover that can help us know what is in this book?

 **STUDENTS DO:** Students respond with ideas about the cover.

TEACHER DO: After student responses, read the title of the book.

18. TEACHER DO: Turn to the title page of the book. Take time to share the main components of the title page.

TEACHER SAY:
Books have title pages like this one.

TEACHER DO: Point to the title. Read the title.

TEACHER SAY: **The title tells us what the book is about.**
What is this book about?

 **STUDENTS DO:** Students respond according to the title of the book.

19. TEACHER DO: Point to the name of the author.

TEACHER SAY:
The name of the writer of the book is on the title page too. The writer of the book is called the author.

TEACHER DO: Read the name of the author of the book.

20. TEACHER DO: Point to the name of the illustrator if there is one included.

TEACHER SAY:
The name of the illustrator of the book is on the title page too.

21. TEACHER SAY: **What does the illustrator do?**

TEACHER DO: Choose two students who can explain what the illustrator does. Read the illustrator's name.

 **STUDENTS DO:** Students explain what the illustrator does.

22. TEACHER DO: Read the text orally. As you read, point to the pictures on each page. Ask how the pictures can help us understand the words.

TEACHER SAY: **Let's start reading the book so we can learn. We can help understand and remember what the book says by looking at the pictures. What do you know about this animal from the picture?**

 **STUDENTS DO:** Students give appropriate responses for text.

23. TEACHER DO: Continue to lead a discussion as the book is read. Ask questions about what the animal eats, the colors of the animals, where they might live, what unique features they have. Are the

animals large or small? Which animals are the largest or smallest?

TEACHER SAY: Now that we've read the whole book, share what you learned with your Shoulder Partner.

 **STUDENTS DO:** Share what was learned with **Shoulder Partners**.

TEACHER DO: Allow 2-3 minutes for students to discuss among themselves.

TEACHER SAY:
When we read a book and think about what information we learned from it, that is doing research. We read this book together. We talked about what we learned from the book.
We did research!

24. TEACHER DO: Prepare students to return to the classroom, using your classroom procedures. Make certain students have straightened up their area, including pushing in chairs, returning any books to the shelves.

25. Closing: Students thank the librarian for helping find their first research book. If possible, bring some books back to the classroom for students to explore on their own.

TEACHER SAY: Our librarian has helped us a lot today.
Let's all thank our librarian for helping us.

 **STUDENTS DO:** Students thank the librarian.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Comprehend while reading with assistance. • Identify the first and last word of a sentence. • Share ideas about the needs of living things. • Identify features that help animals meet basic needs.	• Research • Broadcast • Animal • Needs

MATERIALS

KWL Chart	Student Book	Chart Paper or Blackboard	Markers or Chalk
			



Discover (90 mins)

Directions

1. Introduction: Engage students in becoming researchers.

TEACHER DO: Refer to the **KWL Chart** posted in the room. This will help students focus their attention to the learning.

TEACHER SAY:
Do you remember the questions we had yesterday?
Let me read them to you.

TEACHER DO: Read the students' questions orally that are already listed on the **KWL Chart**.

TEACHER SAY:
Do you have any new questions to add to our list? These are going to be our research questions.

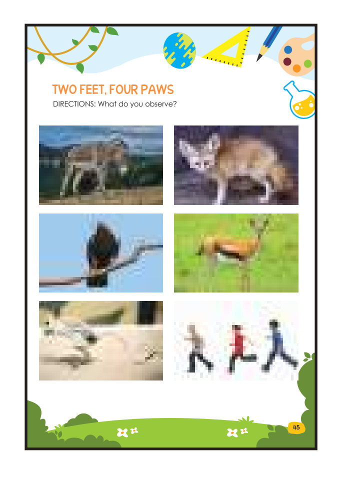
TEACHER DO: Choose two students with raised hands. Add their questions to the list under "Want to Know."

 **STUDENTS DO:** Students respond with any questions.

2. TEACHER DO: Check to see if any of the questions have already been answered. If they have been answered, add the information to the "Learned" section of the chart.

3. TEACHER DO: Provide students with their student books.

Note to Teacher: The animals featured in this lesson are native to Egypt, but will likely not all be familiar to students. The fennec is a fox and the jerboa is a type of mouse. Both are typical in northern Africa, the Sinai peninsula and the Arabian desert. It is important to expose students to animals that are native to Egypt, and these were chosen specifically for characteristics that relate to the theme of this Chapter, Two Feet, Four Paws.



TEACHER SAY:
Open your student book to page 45, Two Feet, Four Paws. In the last two units of learning "All About Me", we made a poster and a class portrait or mural. In this unit, we will make a broadcast about what we learn. A broadcast can be on television or on radio, and helps share information with other people to make things widely known.
Look at the living things on the page, "Two Feet, Four Paws." Why do you think it has this title? Tell your Shoulder Partner what you think.

 **STUDENTS DO:** Students share their thinking with their **Shoulder Partner**.

4. TEACHER SAY: Have you seen any of the living things on this page before? Raise your hand and share your experience with any of the living things.

TEACHER DO: Choose 2 or 3 students to respond.

 **STUDENTS DO:** Students share how they have learned. Students will likely know the donkey, eagle and the children. The fennec fox, gazelle and jerboa mouse may be unfamiliar.

TEACHER SAY:
Let's look at these animals. As I say the name of each animal, repeat the name with me. Donkey. (point to each picture, wait for students to repeat the name). Fennec fox. Eagle. Gazelle. Jerboa. Children. You may not know a lot about all of these animals, but let's observe and share what we see. What do you think that the donkey, fennec and human use to walk or run with?

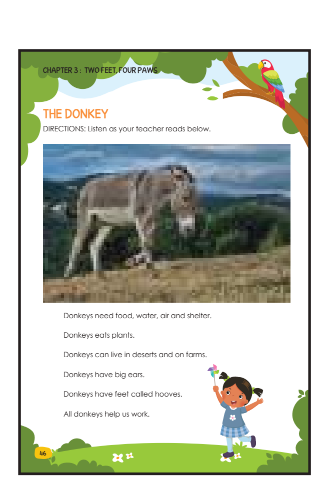
5. TEACHER SAY: Look at the donkey, fennec and human. Raise your hand if you know what do they use to walk or run with?

 **STUDENT DO:** Students raise hands to respond with legs or feet.

TEACHER DO: Call on a student with a raised hand to hear their response.

TEACHER SAY: Many animals use feet to walk and run. They can walk or run to find food and to stay safe. Use your finger to count how many feet each one has. Once you have finished counting, put your hands on your head.

 **STUDENT DO:** Students count the number of feet each animal has. Student put their hands on top of their head to show they are done.



TEACHER SAY: I will use my Calling Sticks to find out who will tell me how many feet each of the animals in your student book has. Be ready to answer!

TEACHER DO: Use **Calling Sticks** to select a student to respond with the number of feet each animal has.

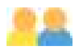
6. TEACHER SAY: We are going to use our student books to do research on the donkey. We know they use feet to walk or run to find food. But what food do they eat? Let's read together to find out! Everyone turn to page 46, The Donkey. Hold your book up so I can see that you are on the right page.

 **STUDENT DO:** Students turn to page 46 and hold it up to show the teacher.

TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: The Donkey
Donkeys need food, water, air and shelter.

Donkeys eat plants.
Donkeys can live in deserts and on farms.
Donkeys have big ears.
Donkeys have feet called hooves.
Some donkeys help us work.

 **7. TEACHER DO:** Ask language/vocabulary questions. After each question, call on a student with a raised hand.

TEACHER SAY: Look at sentence number 1. I will read it: Donkeys eat plants.
What is the first word of this sentence?

 **STUDENTS DO:** Students respond, "Donkeys."

TEACHER SAY: Look at sentence number two. What is the last word of this sentence? I will read it again. Donkeys eat plants.
What is the last word of this sentence? [Take answers].

 **STUDENTS DO:** Students respond, "plants."

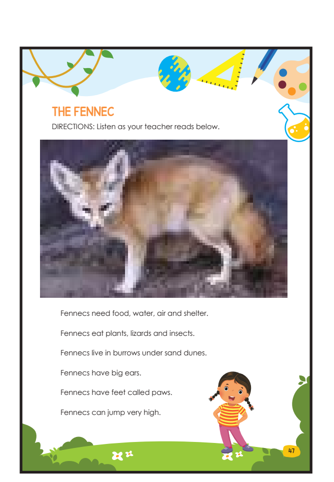
8. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY:
How do donkeys help people?

 **STUDENTS DO:** Respond with possible answers—They carry things, help people work.

TEACHER SAY:
Where did you find the answer in the reading?

 **STUDENTS DO:** Respond by referring to the picture. The donkey is pulling a wagon.



9. TEACHER SAY:
Where do you think this donkey lives?

 **STUDENTS DO:** Students should refer to the text and image to indicate: on a farm.

10. TEACHER SAY:
Talk to your Shoulder Partner. What else have you learned?

 **STUDENTS DO:** Share with a partner other facts from the reading.

11. TEACHER SAY: The next animal we will research is the fennec. I wonder if any of you have ever seen a fennec!
Open your student book to page 47, The Fennec. Hold up the page so I can see that you are on the right page.

 **STUDENT DO:** Students hold up their student book to show The Fennec.

12. TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: The Fennec
Fennecs need food, water, air and shelter.
Fennecs eat plants, lizards and insects.
Fennecs live in burrows under sand dunes.
Fennecs have big ears.
Fennecs have feet called paws.
Fennecs can jump very high.

13. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY: The fennec needs food. What does it eat?

STUDENTS DO: Respond with possible answers—plants, lizards, insects.

TEACHER SAY: The fennec needs shelter to stay safe. What does the fennec use for shelter?

STUDENTS DO: Respond with possible answers—burrows under sand dunes.

TEACHER SAY: How many feet and ears do fennecs have?

STUDENT DO: Respond with possible answers— two ears and four feet.

14. Closing: Use the closing to reflect on learning and to acknowledge the work students have done.

TEACHER DO: Direct students' attention to the **KWL Chart**.

TEACHER SAY:
Is there anything we should add to our KWL Chart now?

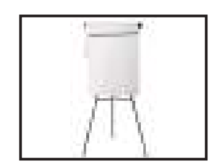
STUDENTS DO: Students share ideas.

TEACHER DO: Add new learning and questions presented by students.

Lesson 3 Overview

LEARNING OUTCOMES
Students will: • Participate in shared reading. • Count and compare body parts of animals. • Share comprehension details from shared reading text. • Describe animal needs.

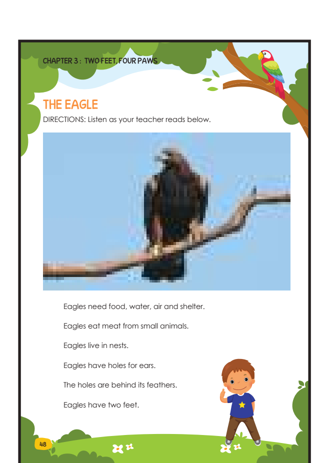
KEY VOCABULARY
• Eagle • Observation • Hooves

MATERIALS		
Student Book	Chart Paper or Blackboard	Markers or Chalk
		



Learn (90 mins)

Directions



CHAPTER 3 : TWO FEET, FOUR PAWS

THE EAGLE

DIRECTIONS: Listen as your teacher reads below.

Eagles need food, water, air and shelter.

Eagles eat meat from small animals.

Eagles live in nests.

Eagles have holes for ears.

The holes are behind its feathers.

Eagles have two feet.

1. Introduction: Use the beginning of the class to remind students of what was learned the previous day.

TEACHER SAY: Yesterday we talked about the needs of the donkey and the fennec. We did that by doing research. Let's start today's research with making some observations. An observation is when we use our senses to learn about something. Let's compare the donkey and the fennec to the eagle using our sense of sight. Look at page 48 The Eagle and count how many feet it has. It is ok to go back to the other pages to look at the donkey and fennec too!

 **STUDENTS DO:** Students will observe the animals and count the feet as they point with their finger.

TEACHER SAY: Now stand up if you think the eagle has the same number of feet as the fennec.

 **STUDENTS DO:** Students respond by remaining seated.

TEACHER SAY: Great job! Let's make another observation. Now, stand up if you think the eagle has less feet than the donkey.

 **STUDENTS DO:** Students respond by standing. The donkey has more feet.

TEACHER SAY: Very good. The donkey has 4 feet. The eagle, like you, only has two feet. Now let's read to learn more about the needs of eagles.

2. TEACHER SAY: Open your student book to page 48, The Eagle if it is not already there. Hold up the page so I can see that you are on the right page.

 **STUDENTS DO:** Students hold up their student book to show The Eagle.

3. TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: The Eagle
Eagles need food, water, air and shelter.
Eagles eat meat from small animals.
Eagles live in nests.
Eagles have holes for ears.
The holes are behind its feathers.
Eagles have two feet.

4. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY: What type of shelter does the eagle have?

 **STUDENTS DO:** Possible student responses should include a nest.

TEACHER SAY: Where are the eagles ears?

 **STUDENTS DO:** Possible student responses include under its feathers or it has holes under its feathers.

TEACHER SAY: Good job. Our last animal to research today is the gazelle. Have you ever seen a gazelle? Please turn to page 49, The Gazelle. Tell your Shoulder Partner what you notice about the gazelle.

 **STUDENTS DO:** Students turn to page 49 "The Gazelle." Students discuss what they see when they look at the picture of the gazelle.

5. TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: The Gazelle
Gazelles need food, water, air and shelter.
Gazelles eat plants.
Gazelles live in grasslands.
Gazelles have ears and long horns.
Gazelles have feet called hooves.
Gazelles can jump high.

6. TEACHER DO: Ask language/vocabulary questions. After each question, call on a student with a raised hand.

TEACHER SAY: Look at sentence number 1. I will read it: Gazelles need food, water, air and shelter.
What is the first word of this sentence?

 **STUDENTS DO:** Students respond, "Gazelles."

7. TEACHER DO: Ask language/vocabulary questions. After each question, call on a student with a raised hand.

TEACHER SAY: Look at sentence number 2. I will read it: Gazelles eat plants.
What is the last word of this sentence?

 **STUDENTS DO:** Students respond, "plants."

8. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY:
How do gazelles move around?



 **STUDENTS DO:** Respond with possible answers—They use feet to jump.

9. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY:
Where do gazelles have shelter?

 **STUDENTS DO:** Respond with possible answers—They have a shelter in the grassland.

10. Closing: Use the closing to reflect on learning and to acknowledge the work students have done.

TEACHER SAY: We have learned so much already. I think we should record what we have learned on our KWL Chart. Come over to the chart.

 **STUDENTS DO:** Student gather near the **KWL Chart** and sit quietly.

TEACHER SAY: Lets add something new to the "Learned" column of our chart. Think about the needs of the different animals we have researched. Raise your hand if you want to tell me something you have learned.

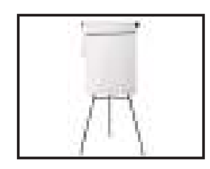
 **STUDENTS DO:** Students respond by raising their hand to share something they have learned about the gazelle, or human or other animal researched so far.

TEACHER SAY: Thank you for sharing with me what you have learned. I am very proud of you. You should be proud of yourselves. Look at home much you have learned!

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare sizes of animals. • Identify features that help animals meet their basic needs. • Share comprehension details from shared reading text.	• Biggest • Smallest • Jerboa • Burrow

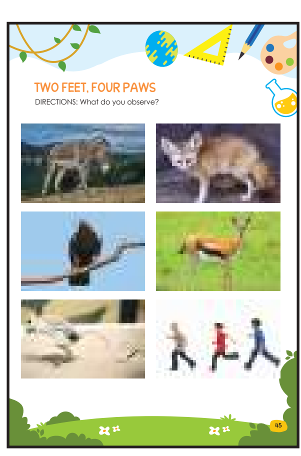
MATERIALS

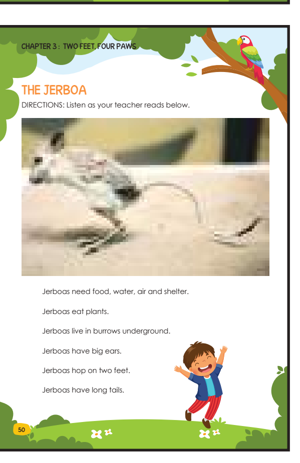
Student Book	Chart Paper or Blackboard	Chalk or Markers
		



Learn (90 mins)

Directions





1. TEACHER DO: Have the student book open to "Two Feet, Four Paws" on page 45. Have students open their student books too.

TEACHER SAY: All of the animals are different sizes. Which animal do you think is the biggest? Which do you think is the smallest? Talk to your Shoulder Partner and see if you agree.



STUDENTS DO: Students open to the page "Two Feet, Four Paws" and decide which animal is the biggest and which is the smallest.

TEACHER SAY: Let's find out which animal you think is the largest. Raise your hand if you think the donkey is the biggest.

TEACHER DO: Pause after saying the name of each animal, to allow students to raise their hand with their vote for which animal is the biggest.

2. TEACHER SAY: Fennec. Eagle. Gazelle. Jerboa. Human. If you said the donkey, you are right! Today we will be researching the smallest animal from our student book, the jerboa. Turn to page 44 "The Jerboa" in your student book. Hold it up high so I can see you are on the right page!



STUDENTS DO: Students turn to page 50 "The Jerboa" and hold the page up high.

TEACHER SAY: As we read about the jerboa, I want you to see if you hear about any of its needs. Remember all animals need food, water, air, and shelter. If you hear about the jerboa's needs put your finger to your nose.

TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: **The Jerboa**
Jerboas need food, water, air and shelter.
Jerboas eat plants.
Jerboas live in burrows underground.
Jerboas have big ears.
Jerboas hop on two feet.
Jerboas have long tails.

Note to Teacher: Students should put their finger to their nose after sentence two (food) and three(shelter).

3. Note to Teacher: Before discussing introduce the strategy, **Hands Up, Pair Up** *to the students. Since they have been sitting for a while, this will allow students to get up, walk around, and find a new partner to share ideas.*

TEACHER SAY:
We will discuss the story in just a few minutes, but first let's find new partners. We are going to use a new strategy called Hands Up, Pair Up.

TEACHER SAY:
I need help explaining our new strategy. I need 7 students to help me.

4. TEACHER DO: Choose 7 students to come up and model **Hands Up, Pair Up** with you. Count and have students count with you.

 **STUDENTS DO:** Count up to 7 with teacher.

TEACHER SAY:
All of you who are helping me, put one hand up.

 **STUDENTS DO:** Raise one hand.

TEACHER SAY:
Now walk around here in the front of the room with your hand up until I say 'Stop.'

 **STUDENTS DO:** Walk randomly around the room. They should not be a line.

TEACHER SAY:
Now when I say 'Pair Up,' find another partner who is walking and clap your hands together. Stand together with your hands down while we wait for everyone to find a partner.

 **STUDENTS DO:** Find a partner, clap hands together, and stand together to wait.

5. TEACHER DO: Make sure students understand the process. Stand up with a hand raised, walk until the teacher says stop, then clap hands with a new partner and sit down.

TEACHER SAY:
Very good! You just have to look for someone who has their hand up. This is the way we will all find a different partner to work with right now.
For those who helped me, thank your partner. We will all start over together.
Everyone take your book with you.
Stand up!
Hands up, everyone!

 **STUDENTS DO:** Students who were models thank their partner and return to their seats. Everyone listens to and follows directions. Students raise one hand and stands up.

TEACHER SAY:
Walk until I say 'Stop."

 **STUDENTS DO:** Walk around the room with one hand up.

TEACHER SAY:
Stop! Now pair up with a someone nearby.

 **STUDENTS DO:** Find a partner, clap hands, stand and wait.

6. TEACHER DO: Ask comprehension questions. After each question, use **Hands Up, Pair Up** to h7ve students find a new partner. Partners will discuss the question, and then use **Calling Sticks** to get a response.

TEACHER SAY:
How do jerboas hear?

 **STUDENTS DO:** Respond with possible answers—They have big ears to hear with.

7. TEACHER DO: Ask comprehension questions. After each question, use **Hands Up, Pair Up**, and **Calling Sticks** to choose students.

TEACHER SAY:
How do jerboas move away from danger?

 **STUDENTS DO:** Respond with possible answers—They hop away, or they go into their burrows.

8. TEACHER SAY: Do you remember what our KWL Chart looked like at the beginning of this unit? What had many things we wanted to learn about. Now look at our KWL Chart. We have learned so much! But we are not done yet. We need to add what we learned about the jerboa.

 **STUDENTS DO:** Student gather near the **KWL Chart** and sit quietly.

TEACHER SAY: Lets add something new to the "Learned" column of our chart. Think about which animals are big and which animals are small. Think about the needs of the jerboa. Raise your hand if you want to tell me something you have learned.

 **STUDENTS DO:** Students respond by raising their hand to share something they have learned about the jerboa or other animal researched so far.

9. Closing: Use the closing to reflect on learning and to acknowledge the work students have done.

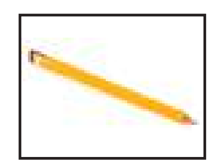
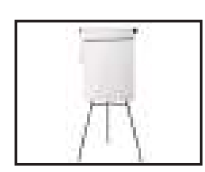
TEACHER SAY: You are learning more every day! Give yourself a pat on the back. Tomorrow we will learn more about a living thing you are very familiar with – humans!

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare human needs to animal needs. • Identify healthy and non-healthy foods. • Compare and contrast animal features.	• Nutrition • Healthy • Non-healthy

MATERIALS




Tape	Pencils	Chart Paper or Blackboard	Markers or Chalk
			



Learn (90 mins)

Directions

1. Introduction:

TEACHER DO: Bring students together near the board or chart paper.

TEACHER SAY:
Yesterday we talked about the needs of a jerboa. Remember, needs are things the help something stay healthy and safe. What are some needs of a jerboa?

TEACHER DO: Choose one or two students to respond using the **Calling Sticks**.

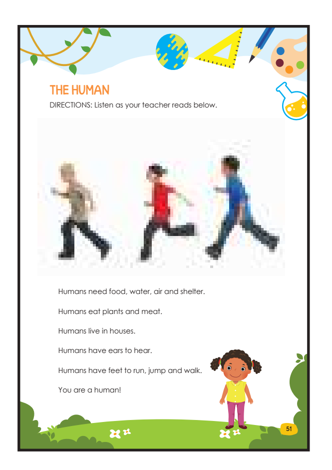


STUDENTS DO: Respond with: Needs of a jerboa - food, water, shelter, air.

TEACHER SAY: **Now think about yourself. You are a human! And you are a living thing! What are some of your needs? Turn to your Shoulder Partner and tell them one of your needs.**



STUDENTS DO: Respond with: food, water, shelter, air. Food or shelter might be more detailed.



TEACHER SAY: **Living things need air. How do you think you get air?**



STUDENTS DO: Possible student responses include from the sky, from breathing, etc.

TEACHER SAY: **Living things like humans, and donkeys and fennec breathe in to get the air they need. Can you all take a deep breath? You are fulfilling a need!**



STUDENTS DO: Take a deep breath and let it out.

2. TEACHER SAY: **Let's read together about humans. Turn to page 51, The Human. Think about ways that we are similar to the other animals we have researched.**



STUDENTS DO: Turn to page 51 in their student book.

TEACHER DO: Follow the strategy, **I Do, We Do, You Do**. Begin by reading the title. Be sure to point to each word as you read it. Have students repeat each sentence after you say it.

TEACHER SAY: **The Human**
Humans need food, water, air and shelter.
Humans eat plants and meat.
Humans live in houses.
Humans have ears to hear.
Humans have feet to run, jump and walk.
You are human!

3. TEACHER DO: Ask comprehension questions. After each question, use **Calling Sticks** to choose students.

TEACHER SAY: **What kind of shelters can humans live in?**



STUDENTS DO: Respond with possible answers—apartments, houses, tents, etc.

TEACHER SAY: **What types of food do humans eat? Why?**



STUDENTS DO: Respond with possible answers—They eat plants and meat so they can run and jump.

4. TEACHER SAY: **To stay healthy, we also need good nutrition.**
When we talk about nutrition in class, we are talking about making good choices in our food so we can be healthy. Desserts are delicious, but they are not always the healthy choice! Let's play a game to pick out healthy foods.



Note to Teacher: If you do not have the time or space to play this game, you can use page 52 "Foods We Eat" in the student book *as an alternative. If you do play the game, you can use "Foods We Eat" with any student that may be absent that day.*

TEACHER DO: Introduce students to a variation of **Four Corners**. Instead of labeling **Four Corners** in your room, you will only label two. Hang a sign that says "Healthy" in one corner. And in the other corner hang a sign that says "Unhealthy." Read these signs aloud to the students.

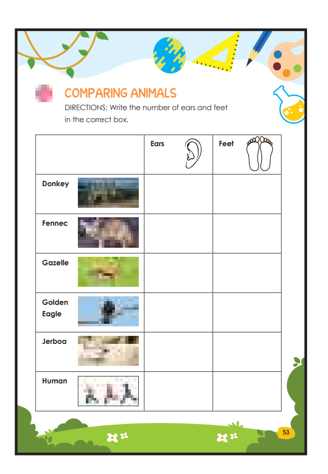
TEACHER SAY: **I will name a food out loud. If you think it is a healthy food, go to the corner that says "Healthy." If you think the food I called out is unhealthy, then go to the "Unhealthy" corner. Let's try it! Ready: Figs**



STUDENTS DO: Respond by walking to either the "healthy" corner or the "unhealthy" corner.

TEACHER DO: After each food called out, give time for students to choose a corner and walk to it.

TEACHER SAY: **Rice.**
Umm Ali.
Baklava.
Chickpeas.
You sure know your healthy foods! Well done. Please have a seat.





STUDENTS DO: Sit back down at their seats.

5. TEACHER SAY: **I hope you ate a healthy meal before school today. That helps you to learn better! You know what else helps us to learn better? A data table will let us organize some of thing data, or information, we have learned. The data table on page 53, Comparing Animals will let use see how similar and how different the animals are that we researched. Please turn to page 53. What body parts will we be comparing on this data table?**



STUDENTS DO: Open to page 53. Students raise hand to respond with "ears and feet."

TEACHER SAY: **That is correct. We will be counting the number of ears and feet on the animals we researched. Then you will write the number next to the animal's name. Let's do one together.**

TEACHER DO: Point to the first animal in the data table, "donkey." Then slide your finger to the box next to it. Say "Ears." Tell students you will model thinking aloud.

TEACHER SAY: **Hm…I need to write down how many ears a donkey has. I remember learning about a donkey. I will turn to the page in my student book that has the picture of the donkey. Now I can count the donkey's ears: one, two. The donkey has two ears. I need to write that in the data table.**

TEACHER DO: Write the number 2 in the data table.

TEACHER SAY: **What can you do if you are not sure of an answer? Raise your hand if you have a suggestion.**



STUDENTS DO: Respond with possible answers – ask a friend, raise my hand, look at my student book pictures.

TEACHER SAY: **You are right. Now you may begin filling in the rest of your data table.**

Note to Teacher: If students have difficulty with this activity, you may wish to continue working as a class. Modify the instructions to suit the needs of your students.

6. Closing: Use the closing to reflect on learning and to acknowledge the work students have done.

TEACHER DO: Direct students' attention to the **KWL Chart**.

TEACHER SAY:
Is there anything we should add to our KWL Chart now?



STUDENTS DO: Students share ideas.

TEACHER DO: Add new learning and questions presented by students.



STUDENTS DO: Share their ideas.

Lesson 6 Overview

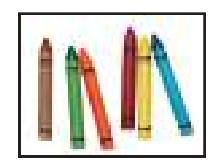
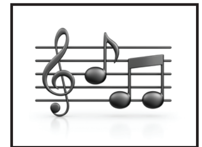
LEARNING OUTCOMES

Students will:
- Identify features of the flag of Egypt.
- Create a personal flag featuring an animal of choice.
- Sing the national anthem.

KEY VOCABULARY

- Flag
- Anthem
- Eagle
- Various colors
- All previously studied animal names

MATERIALS

Student Book	Pencils	Crayons	Flag of Egypt	Recording of the Egyptian National Anthem
				

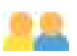


Learn (90 mins)

Directions

1. Introduction: Use the beginning of the lesson to review what was learned the previous day or to excite students about new topics. Start the lesson by displaying the flag of Egypt.

TEACHER SAY:
Today we are going to think about the animals we have researched.
Which animal do you see on this flag? What do you know about this animal? Tell your Shoulder Partner all that you know about this animal.



STUDENTS DO: Discuss the flag. Responses should include that the animal is an eagle. Students may refer to the feet, ears, food and needs of the eagle.

TEACHER DO: Use a variety of true/false and completing the sentence statements to check student recall and understanding. You may wish to vary the questions to meet the needs of your class.

TEACHER SAY: Eagles have two feet. Stand up if this is true.



STUDENTS DO: Stand.

TEACHER SAY: Good! We know that because we researched and read about an eagle.

TEACHER SAY: The eagle is BIGGER than an adult human. Stand up if this is true.



STUDENTS DO: Stay seated.

TEACHER SAY: Of course. The eagle is SMALLER than an adult human.

TEACHER SAY: Eagles have ears just like humans. Stand up if this is true.



STUDENTS DO: Stay seated.

TEACHER SAY: Eagles do not have external ears like humans. Eagles ears are small holes on their heads.

TEACHER SAY: Now I want you to look at your partner and complete my sentences.
The eagle likes to eat _____.



STUDENTS DO: Share a variety of responses that include meat, small animals, other birds, etc.

TEACHER SAY: Very good. We know eagles eat meat.

TEACHER SAY: Complete this sentence with your partner. The eagle needs ____.



STUDENTS DO: Share a variety of responses that include food, water, shelter, air.

2. TEACHER DO: The next transition is designed to connect the eagle to the flag of Egypt.

TEACHER SAY:
You know a lot about the eagle.
The eagle is on our flag of Egypt.
We know the eagle as the gold Eagle of Saladin.
On the flag, there is a shield in front of the eagle.
At the bottom of the eagle is a scroll. The name of our country is written on it.
Share with your Shoulder Partner how looking at this flag and the eagle makes you feel.

TEACHER DO: Hold the flag for all students to see. Allow discussion among the students.



STUDENTS DO: Comment between each other about how they feel about the flag or what they see on it.

3. TEACHER DO: Pass out or ask students to take out the student books. Instruct students to turn to the next page 54 Our Flag.



TEACHER SAY:
Let's turn to the next page in your book, page 54, Our Flag.

TEACHER DO: Hold your book up so students can see the page.



STUDENTS DO: Students find the correct page.

4. TEACHER SAY:
Here is an outline of our flag. We are going to color it now. I will read the directions to you and you will color it. Use your sense of sight and your observation skills to color the flag. Think about what colors you see.

TEACHER DO: As you read the directions, pause between each direction so students can color that section of the page. You may want to write the words for the different colors (red, white, black, gold) on the board, but it is not necessary that the students know how to read these words at this point. Walk around the classroom to make certain students are following the directions given.

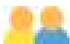


READ ALOUD:
Color the flag.
The flag is red on top.
The flag is white in the middle.
The flag is black on the bottom.
The eagle is colored gold.



STUDENTS DO: Listen carefully and follow the directions as given.

TEACHER SAY:
Such nice work you have done! Share your flag with your Shoulder Partner.

 **STUDENTS DO:** Students share their coloring of the flag.

5. TEACHER SAY:
The eagle is a strong bird and represents us. Why do you think Egypt chose the eagle as the bird on our flag?

TEACHER DO: Model by looking at the picture of the eagle. If you have a color photo, share with the whole group. Allow a brief discussion.

 **STUDENTS DO:** Students share their ideas.

6. TEACHER SAY:
We like to honor our country of Egypt in many ways.
One way we honor Egypt is to sing our national anthem, Bilady, Bilady, Bilady.
Let's practice singing the anthem now.

Note to Teacher: At this age, students may or may not know the national anthem. If they do know the anthem, they can sing along with the recording. If they do not know, they should listen carefully and respectfully.

TEACHER DO: Prepare a recording of Bilady, Bilady, Bilady or prepare to play the music for them on an instrument. If students have not been taught the song yet, have them stand and listen to it.

TEACHER SAY:
Everyone stand as we play our national anthem. If you know the words, sing along with the recording.

TEACHER DO: Lead students in singing.

 **STUDENTS DO:** Students stand and/or sing respectfully.

7. TEACHER DO: Students will now be creating their own personal flag and their own personal "animal anthem." The flag and anthem will be used to demonstrate understanding of animal characteristics. Students will complete the flag activity today and the anthem activity in the next lesson. Students will sing the anthem both days.

Note to Teacher: If your students cannot work on the anthem independently, you may choose to create one "animal anthem" for the entire class.

TEACHER SAY:
Today we studied symbols of our country.
These symbols help us because we take pride in our country. I know you are proud of Egypt.
We have a flag that includes different colors and shows our national animal, the eagle.
We have an anthem that talks about our country and our national community.
Tell your partner one thing you like about the flag of Egypt.
Then tell your partner one way singing the national anthem makes you feel proud.

 **STUDENTS DO:** Reflect on learning and share sources of pride.

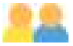

FARM FLAG
Design your own farm flag.
Show your favorite animal. Write the animal below.
Use your favorite color. Write the color below.
MY FAVORITE ANIMAL:
MY FAVORITE COLOR:
55

8. TEACHER DO: Introduce the Farm Flag art activity to students. Have students turn in the student book to page 55 Farm Flag. The flag should include the students' favorite animal. Use this activity as a way to reinforce colors. Write the names of the animals you studied on the board. Write the names of colors on the board. The directions ask students to write the name of the animal and the color, but you may skip this if your students are not ready to write at this point in the school year.

Note to Teacher: If you wish to display the flags, you may want students to plan the design in the student book *and then create the final, colored flag on separate paper so you can hang the artwork in the classroom.*

TEACHER SAY:
You will design your own farm flag.
This flag should include your favorite animal.

This flag should include your favorite colors.
Tell your Shoulder Partner your favorite animal. Tell your Shoulder Partner your favorite color.

 **STUDENTS DO:** Talk with partners about favorite animals and favorite colors.



READ ALOUD:
Design your own flag.
Show your favorite animal. Write the animal below.
Use your favorite color. Write the color below.

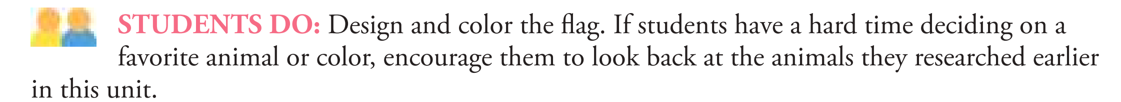
TEACHER DO: Before students begin designing, encourage a discussion about other flags and the variety of designs that are possible on a flag.

TEACHER SAY:
Our flag is black and white and red.
Our flag has straight lines.
Our flag has the eagle in the middle of the flag.
Have you seen other flags?
Can you describe other flags you have seen?

 **STUDENTS DO:** Share ideas about other flags.

TEACHER DO: Prompt students to consider other design ideas including different color combinations, various geometric shapes, placement of stripes, etc.

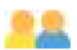
TEACHER SAY:
As you design your own flag, be creative!
You can use any shapes.
You can use any colors.
You must include your favorite animal, but you can show your animal in your own way.

 **STUDENTS DO:** Design and color the flag. If students have a hard time deciding on a favorite animal or color, encourage them to look back at the animals they researched earlier in this unit.

9. TEACHER DO: As students finish the flags, encourage them to reflect on how their flag represents the animal they selected. For example, does the flag show how many feet the animal has? Does the flag show anything about the food the animal eats?

10. Closing: Close the lesson by asking students to share flags and talk about why they chose specific colors, why the animal selected is their favorite, and explain other details in the design.

TEACHER SAY: Look at your flags. They should make you feel proud. Share your flag with your partner. Tell your partner why the animal you selected is your favorite. Tell your partner about your flag design.

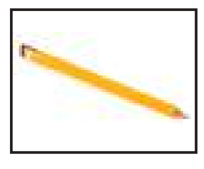
 **STUDENTS DO:** Reflect on the design process for their personal flags.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Categorize data from the class set of personal flags. • Sing the national anthem. • Create an original song about characteristics of animals.	• Fennec • Underground

MATERIALS

Pencils



Crayons



Chart Paper or Blackboard



Markers or Chalk



Musical instruments (if available)



Chart paper to be used for a math graph

Recording of the Egyptian National Anthem





Learn (90 mins)

Directions

1. Introduction: Use the beginning of the class to practice collecting and categorizing data. Use the class set of Personal Flags to create a chart based on colors used, animals selected, etc. Look over the entire set of flags before proceeding. Students should only be counting between 10-15 at this point. You may need to use only a subset of the flags, depending on the size of your class.

TEACHER DO: Have students examine the set of Personal Flags created by the entire class (or subset). Encourage them to share what they notice and observe about the flags. Accept a variety of responses, noting that observations can be framed in a number of ways.

TEACHER SAY:
Let's look at all of our beautiful flags.
As you observe the flags, think about what you notice.
What colors did students use?
What shapes did students use?
What animals did students select?



STUDENTS DO: Share observations.

2. TEACHER DO: Refer to the chart paper and guide students in selecting either color used, shapes used or animal selected as a data point. You should select this based on the math demands of the piece of information. For example, if more than 10-15 students used red/black/blue, you should not choose color, but perhaps instead concentrate on animals. The example below focuses on animals selected.

TEACHER SAY:
Let's observe our flags and collect information about the different animals that students in our class selected.
Can you help me make a list of all of the different animals that you see on our flags?

TEACHER DO: Call on students until you have a complete list of all of the animals that students selected.

 **STUDENTS DO:** Raise hands and name animals pictured on the flags.

TEACHER SAY:
Now we are going to count how many we see of each animal.
I will write the amount next to the animal names so we can tell which animal was selected the MOST in our class.

TEACHER DO: Lead the students in counting how many of each animal listed. Write the numbers on the board. As you count, visually represent the number with x's or tally marks so that students can visually see which animal has the most. This will aid students who are not ready to compare numbers larger than 10 at this point in the school year.

 **STUDENTS DO:** Participate in counting and categorizing the data from the class set of personal flags.

3. TEACHER DO: Engage students in a discussion to identify which animal/color/shape was used the most. Students may not be ready to compare using the concepts of greater than/less than, but should be able to visually identify the category with the largest amount. If students struggle with this concept, you can guide them to the correct answer.

TEACHER SAY:
Let's look at the information we gathered.
Tell your partner which animal you think most students selected in this class.

 **STUDENTS DO:** Identify the animal with the greatest number of x's next to it.

4. TEACHER DO: Thank students for using math to categorize data, and then transition to the animal anthem activity.

TEACHER SAY: **Thank you for observing the flags and using your math skills. You were able to find out information by using your counting skills.**
The flags we created are a symbol that makes us proud.
Remember that yesterday, we talked about another way we show that we are proud of our country Egypt. Who remembers what we did yesterday to show our pride?

 **STUDENTS DO:** Recall that yesterday the class sang the National Anthem.

5. TEACHER DO: Play the recording of the National Anthem or prepare to play the music for them on an instrument.

TEACHER SAY:
Everyone stand as we play our national anthem. If you know the words, sing along with the recording.

TEACHER DO: Lead students in singing.

 **STUDENTS DO:** Students stand and/or sing respectfully.

6. TEACHER DO: Introduce the Animal Anthem activity. Students of this age will not be able to write the words to their own song, but can draw pictures to remind them of what details to include in the song.

Note to Teacher: If your students are unable to complete this independently, you can work together as a class, using the animal that most students selected (from the previous graphing/data collection activity).



TEACHER SAY:
We sing the anthem about our country to remind us why we love Egypt. You are going to sing your own song today. You are going to sing a song about the animal you chose to put on your flag.
Open your student books to page 56 Animal Anthem.



READ ALOUD:
Sing a song about your animal!
Draw pictures to help you remember: feet, ears, food, needs.

7. TEACHER DO: Instruct students to draw pictures in each box on the page, showing the requested detail. Remind students they can refer back in their student books if they do not remember the information requested.

TEACHER SAY:
In each box, draw a picture to remind you.
What kind of feet does your animal have? How many feet?
What kind of ears does your animal have?
What kind of food does your animal eat?
What does your animal need?



STUDENTS DO: Create drawings in each box.

8. TEACHER DO: Students now will take the details they have drawn and sing a song about the images. Model for the students how to change your voice and use pitch and even musical instruments. A simple sentence can sound like a phrase in a song!

TEACHER SAY:
I will sing a song about the Fennec. Listen to my voice as I sing about the Fennec.
♫ The fennec, the fennec. I love the little fennec.
He has 4 feet, they are his paws.
He has pointy ears, they are so big.
The fennec, the fennec. I love the little fennec.
He eats what he can find, bugs and lizards – yum yum yum!
The fennec, the fennec. I love the little fennec.
He needs water, shelter, food and air.
THE FENNEC! ♫

TEACHER DO: Now allow students time to make up their own songs. Encourage them to be creative and not worry about the sound of their voices, but to include details that will tell the listener about the feet, ears, food and needs. Provide instruments if they are available. Allow ample time for students to practice and share with partners.



STUDENTS DO: Create original songs. Share with partners. Use musical instruments if available.

9. Closing: End the day by encouraging students to reflect on learning.

TEACHER SAY:
We will share our songs, and explain our flags when we create our broadcasts tomorrow.
Think about what you know about your personal flag.
Think about what you know about the animal you chose.
If you can remember, practice singing your song tonight with your family at home.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify the elements of a radio broadcast. • Cooperate with classmates in preparing a broadcast. • Compare and contrast humans and animals.	• Broadcast • Broadcaster • Radio • Journalist

MATERIALS

Student Book





Pencils



Crayons





Share (90 mins)

Directions

1. Introduction: Open the day by asking students to share the Animal Anthems from the previous day. Allow several students to share.

TEACHER SAY: **Who can share their Animal Anthem?**
Let me sing you my song again:
♫ The fennec, the fennec. I love the little fennec.
He has 4 feet, they are his paws.
He has pointy ears, they are so big.
The fennec, the fennec. I love the little fennec.
He eats what he can find, bugs and lizards – yum yum yum!
The fennec, the fennec. I love the little fennec.
He needs water, shelter, food and air.
THE FENNEC! ♫



STUDENTS DO: Share their animal songs. Listen respectfully to peers.

Note to Teacher: Students will be preparing a broadcast to summarize learning from the entire theme of Who Am I. Because students have been in school for over three weeks, it may be difficult for students to remember all that they have learned. You will start with the most recent topics – the personal flag and the comparison between humans and animals.

2. TEACHER DO: Establish understanding of radio and television broadcasting. You will model a broadcast so that students are comfortable both presenting information and asking questions.

TEACHER SAY:
Today we will work to create something to share about our learning.
We will be making a broadcast.
What is a broadcast?

TEACHER DO: Choose students with raised hands to explain what a broadcast is. It is very possible that students will not know. If not, explain.

 **STUDENTS DO:** Share what they know about a broadcast and give examples.

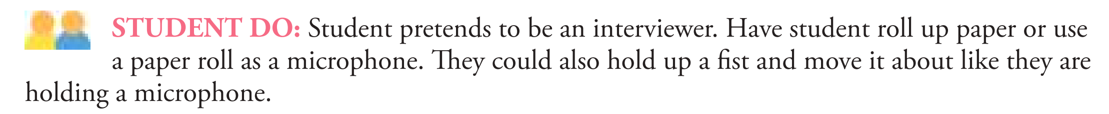
TEACHER SAY:
A broadcast is like news on a television or a radio show.
A broadcast helps spread information because lots of people can hear it (or watch it if it is on TV).
The person talking is called the broadcaster. Sometimes this person is also a journalist.
Let's say those words together.
Broadcaster: The broadcaster tells important news of the day. Sometimes this person is asked questions by an interviewer.
An interviewer asks questions.
Journalist: A journalist prepares news stories to be shared in a broadcast.

 **STUDENTS DO:** Repeat job titles (broadcaster, interviewer and journalist) and definitions with the teacher.

3. TEACHER DO: Model a broadcast. Use a current event topic to discuss, such as a sporting event, local holiday, etc. Tell the students what topic you will discuss.

TEACHER SAY:
Let's practice Role Playing a broadcast. Remember a broadcast gives real details. The broadcaster gives information, and the interviewer asks questions.
I need a partner. Who will be my partner?
We are going to share information about _______.

TEACHER DO: Choose a student who will try something new. Discuss their part in your newscast. Perform together for the students in the class. You will be the broadcaster and the student will ask you questions.

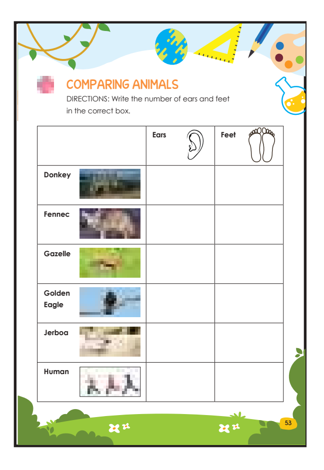


STUDENT DO: Student pretends to be an interviewer. Have student roll up paper or use a paper roll as a microphone. They could also hold up a fist and move it about like they are holding a microphone.

TEACHER DO: After one student has tried, more students will be willing to try. Allow 2-3 groups of students to **Role Play** in front of the class.

4. TEACHER DO: Use the personal flag as the first topic for students' broadcasts.

TEACHER SAY:
Now you are all going to practice broadcasting with a partner. Your topic will be your personal flag.
Remember what details are on your flag.
You chose colors.
You chose shapes.
You chose an animal.
Be ready to talk about the colors, shapes and animals.
Be ready to ask questions about the colors, shapes and animals.
One person will be the broadcaster and the other will be the interviewer.
When I say "switch" you will change roles so that the other person is the broadcaster.



TEACHER DO: Ensure that students are in pairs. Ask students to identify (hands up) which will start as the broadcaster and which will start as the interviewer. Observe students and praise positive interactions.

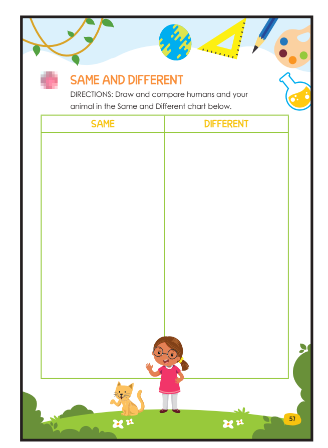
 **STUDENTS DO:** Practice talking about the personal flag. Switch when instructed.

5. TEACHER DO: Repeat the process and ask students to share information comparing humans and animals. Refer back to the Comparing Animals chart page 53.

TEACHER SAY:
Your next broadcast will share information comparing animals and humans. Let's look back at the chart we created together.
You are going to compare one animal to you, a human.

You will talk about how it is the same as you and how it is different.
Talk to your partner and decide which animal to use as the topic for your broadcast.

 STUDENTS DO: Students agree on one animal.



6. TEACHER DO: Use the remainder of the lesson for students to compare and contrast between humans and the animal selected. Instruct students to use the **T-chart** in the student book page 57, Similar and Different. Create large chart to model for students the kinds of information to include in their comparison. In the next lesson, students will share the information in a mock broadcast.

TEACHER SAY:
Open to the page in your notebook that looks like the chart I have on the board.
On one side, the word SIMILAR is written.
On the other, the word DIFFERENT is written.
Let's think of things that are SIMILAR and DIFFERENT between humans and our animals.
I will help you get started. The animal I am choosing is the eagle.
What is SIMILAR about a eagle and a human?

 STUDENTS DO: Possible responses include, 2 feet, eat meat, needs water, shelter, air and food.

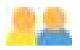
Great! I will draw a picture of two feet in the SAME column.

TEACHER DO: Draw 2 eagle feet and 2 human feet. Repeat the process for something that is different between eagles and humans. Then allow students to work together using their animal of choice. Circulate to help students who may be struggling. If students can write the words for feet, food, ears, needs, encourage them to use words in addition to drawings.

 STUDENTS DO: Work together to compare and contrast between humans and their selected animals.

7. Closing: Use the end of the lesson to encourage reflection.

TEACHER SAY: **Today you compared animals and humans. Think of one way humans and animals are the similar. Think of one way humans and animals are different.**
Thank your partner for helping you today!

 STUDENTS DO: **Thank partners, reflect on learning.**

Lesson 9 Overview

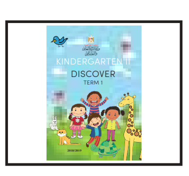
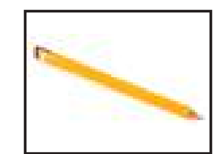
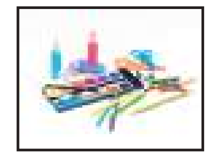
LEARNING OUTCOMES

Students will:
- Verbalize how animals are similar to and different from humans.
- Prepare a broadcast with detailed verbal descriptions of chosen animals.
- With support, participate in conversations with peers to compare and contrast humans to animals.
- Compare the size of humans and various animals.

KEY VOCABULARY

- Broadcast

MATERIALS

Student Book	Pencils	Paint	Chart Paper or Blackboard	Markers or Chalk	KWL Chart
					



Share (90 mins)

Directions

1. Introduction: Use the beginning of class to recall previous learning and to excite students for the new lesson.

TEACHER DO: Turn students' attention to the **KWL Chart**.

TEACHER SAY:
We are almost at the end of this unit. We have learned a lot about animals.
Are there any questions you still have? Our KWL Chart will help us remember what we learned.

 **STUDENTS DO:** Students respond with any questions.

TEACHER DO: Respond to any questions or concerns. Use this time to reflect on the different animals the class researched, and to encourage students to continue asking questions about animals and other living things.

2. TEACHER DO: Allow students time to present their broadcasts. Students of this age will not be able to listen to more than one or two presentations in a row. You may wish to divide the class into more than one group, and have student groups take turns presenting to the smaller groups. An optional activity comparing animals using a **Four Corners** strategy is built in to break up the presentations.

TEACHER SAY:
Today you will practice your broadcasts. You will share what you know about humans and the animal you chose. Before we present our work, let's take a few minutes to practice what you will say. What should we share in our broadcast?



STUDENTS DO: Possible answers: We can talk about how we are similar and different from our animal, we can talk about feet, ears, food and needs.

TEACHER DO: After students have responded with some ideas, model expected behavior with your own mini broadcast. Also model proper speaking behaviors.

TEACHER SAY:
When we present, we stand up straight. Practice with me.



STUDENTS DO: Students stand up at the desk with a straight back.

TEACHER SAY: **We look at the audience. Practice with me.**



STUDENTS DO: Students look straight ahead.

TEACHER SAY: **We use a clear voice for everyone to hear. Practice with me by saying your name, loud and clear.**



STUDENTS DO: Students say their name loud and clear.

TEACHER DO: Choose a student to model speaking behavior for the class, if necessary. Organize groups to present their information. Modify this structure to fit the needs/skills of your class.

3. TEACHER DO: Once several groups have presented, break up the class presentations with a comparison activity. This uses the strategy **Four Corners**. Label the **Four Corners** of the room with the following signs (and also explain these to students): BIGGER, SMALLER, SAME SIZE, IT DEPENDS. Students will be comparing the size of their selected animals. Students should move to the corner that describes the appropriate size relationship. Allow students time to talk with each other before offering a new comparison.

TEACHER SAY: **Thank you to the groups who have already presented. Before the rest of our class presents, let's do some math!**
We are going to think about the size of the animals we have studied. Look at the Four Corners of this room. One corner (gesture) is labeled BIGGER. One is labeled SMALLER. One is labeled SAME SIZE. One is labeled IT DEPENDS.
As I call out instructions, think of the answer. Move to that area of the room. Be prepared to share your thinking with other students in the same area.



STUDENTS DO: Pause from presentations. Participate in the activity.

TEACHER SAY: **Compare the size of an eagle and a human.**
Move to the corner of the room that makes this statement true.
A HUMAN is _______ than an EAGLE.
(possible correct answers – bigger, smaller and it depends – students can rationalize that a human baby is smaller than an eagle)

TEACHER SAY: **Compare the size of a fennec and a donkey.**
Move to the corner of the room that makes this statement true.
A FENNEC is _____ than a DONKEY.
(correct answer – fennecs are smaller than donkeys)

TEACHER SAY: **Compare the size of the animal YOU CHOSE ON YOUR FLAG with a human. Move to the corner of the room that makes this statement true.**
A HUMAN is _____ than the ANIMAL ON MY FLAG.
(answers vary – ask for and listen for student reasoning)

4. TEACHER DO: Continue with presentations. Allow students time to give feedback if appropriate.



STUDENTS DO: Finish presenting the comparisons between animals and humans.

5. Closing: Use the end of the class to reflect on learning.

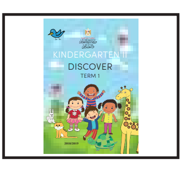
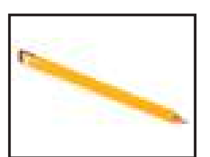
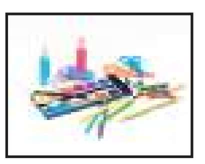
TEACHER SAY: **You listened to other students presenting a today. Think about one thing you learned about another animal.**
Think of a compliment you could give to another student.
Thank one person in this class for helping you learn.

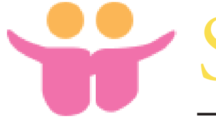
 **STUDENTS DO:** Reflect on learning. Thank fellow students.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use speaking and listening skills. • Share their learning. • Cooperate with partners	• Broadcast • Present

MATERIALS

Student Book	Pencils	Crayons	Various art supplies – including small pieces of paper (for collage style art), recycled materials, etc.
			



Share (90 mins)

Directions

1. Introduction: This is the last day of the theme "Who Am I." Use today to reflect back on the last 4-5 weeks of learning. Work with the students to look back in the student books **and at the art around the room to create a list of all of the ideas they have shared and the topics they have explored.**

A partial list includes:

- **Shapes**
- **Personal traits**
- **How we as individuals are the same and unique**
- **Families**
- **Communities – class, school, nation**
- **The library**
- **Jobs in school and outside of school**
- **Symbols of pride for our country**
- **Making a mural**
- **Animals – how they are the same and different**
- **Flags and anthems**
- **Broadcasting**

TEACHER SAY:

Today is a very special day! You have worked hard for many days to think about the question "Who am I?"

Who can help me remember some of the things we have done since the beginning of school year?

TEACHER DO: Engage students in a reflective discussion. Encourage them to reference the student books – looking back to recall topics of learning they explored and different ideas they shared. Students of this age do not remember easily, so provide prompting by pointing out artwork or displays of information gathered since Lesson 1.



STUDENTS DO: Participate in the discussion. Help the teacher recall learning since the beginning of the theme.

2. TEACHER DO: Once the class has described a selection of topics that students have explored in Who Am I, encourage students to select their favorite topic or idea.

TEACHER SAY:
When you think about all of the things we have learned, which was your favorite? What did you enjoy learning about the most? Share your thoughts with your Shoulder Partner.

 **STUDENTS DO:** Students discuss with partners.

3. TEACHER DO: At the end of the theme, it is important for students to reflect on their learning. You will give students an opportunity to answer the bigger question of "Who Am I" and create an original artwork display using any ideas they want to include from previous units. This will likely result in a variety of different final products, which will encourage creativity and originality.

TEACHER SAY:
The name of this theme is "Who Am I." The last page in your student book about this theme is blank, except for the words "Who Am I" on the top of the page.
I want you to think about who you are.
Think about your family.
Think about your community.
Think about the jobs you would like to do.
Think about the types of animals you like.
Think about how you feel about your country of Egypt.
Include your name on this page. Ask me if you need help writing your name.

 **STUDENTS DO:** Think about the ideas. If appropriate, share in groups or with partners.

4. TEACHER DO: Instruct students to turn to the last page in the student book. Give students time to create an original artwork display that expresses student ideas and learning. Circulate as students work to give positive reinforcement and ask clarifying questions. You may choose to allow students to create outside of the student book so artwork can be taken home and/or displayed.

 **STUDENTS DO:** Create art displays. Write names on the display.

5. TEACHER DO: Bring students back together. Create groups to students can share artwork with each other. Model positive feedback and good questioning skills.

TEACHER SAY:
I think we are about ready to share our artwork! Who can tell us how to be a good listener?

TEACHER DO: Allow 3-4 students to share their ideas. Add other information as needed.

TEACHER SAY:
You are in small groups to present. Each group will stand and share your learning with the other two groups. We will not present to the whole class. This way everyone will have a chance to hear each other.

 **STUDENTS DO:** Take turns presenting and listening respectfully.

6. Closing: Use the end of class to thank students for creativity, listening and reflection.

TEACHER SAY:
I am proud of all of you! Please thank your teams for sharing and listening.

KINDERGARTEN II

Multidisciplinary

The World Around Me

Chapter 1

Our Natural World

Theme Overview

Our Natural World

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Discover allows students to explore the natural world, comparing living to nonliving objects. Students will also identify similarities and differences among living things.	2
Learn	Students will learn that plants and animals have parts that help them to meet their needs and survive in their environments. Sometimes people must help living things to meet their needs, from obtaining sunlight, to access to water.	11
Share	To be able to share their learning, students will combine knowledge of plants, environment and mapping skills to collaboratively plan a garden for the schoolyard.	2

Life Skills Addressed

Our Natural World

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Exchanging information.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Environmental: We are responsible for the environment. We need to sustain the Earth. We are part of a community that takes care of our environment.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Recognize that spoken words are represented in written language that follows rules.
- Demonstrate basic knowledge of each letter and its corresponding sound.
- Read common, high-frequency words.
- Identify the first word in a spoken sentence.
- Identify the last word in a spoken sentence.
- Use frequently occurring nouns and verbs.
- Understand and use question words.
- Sort common objects into categories.

WRITING:

- Describe familiar people, places, and things with prompting and support.
- Recall information from experiences.

SPEAKING AND LISTENING:

- Mimic Arabic sounds.
- Pronounce Arabic sounds.
- Express basic needs.
- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details and provide additional detail with prompting and support.
- Express thoughts, feelings and ideas clearly.
- Orally produce complete sentences in shared language activities.

MATH:

- Count objects to tell how many there are.
- Count numbers up to 20, as a symbol, meaning, comparing, arranging.
- Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities, up to 20.
- Write numbers and represent quantities with a number, up to 20.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Compare two numbers between 1 and 20 presented as written numerals.
- Add and subtract within 20 using strategies such as using objects or drawings to represent a problem.
- Classify objects into given categories (for example, length, weight, size, color) and sort categories by count.

SCIENCE:

- Raise questions about the world around them.
- Identify parts of things and how one part connects to another.
- With support, seek answers to some of their questions by making careful observations, using 5 senses and trying things out.
- Identify parts of things and how one part connects to another.
- Observe celestial objects that are visible in the day and night sky.
- Describe space/time relations such as up, down, behind, in front of, before, during after.
- Investigate objects in the environment.
- Determine the characteristics of living organisms (nutrition, movement, growth, sensation).
- Provide evidence that all organisms are made of parts that help them carry out the basic functions of life. (external parts)
- Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.
- Compare and explain how external features of plants and animals help them survive in different environments.
- Develop an understanding of engineering design.
- Develop the abilities to apply the design process.

SOCIAL STUDIES:

- Use pictures to identify similarities and differences between self and others.
- Describe the place and location of things using the phrases above/below, right/left, in front of/behind.

- Distinguish between a map and a picture.
- Describe places in the immediate environment using natural/physical and human-made features.
- Use geographic tools to locate and describe places on Earth.

ART:

- Create 3-dimensional artwork using materials (e.g. paper, ceramics, clay, dough).
- Create artwork from own imagination.
- Produce unique artwork using materials from the surrounding environment.

MUSIC:

- Participate in group singing.
- Respect the performance of others in singing.

VOCATIONAL FIELDS:

- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.

CH 1 Pacing Guide

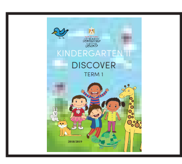
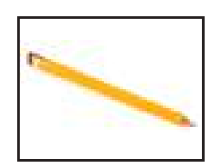
LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Demonstrate prior knowledge of characteristics of living and non-living things. • Participate in a nature walk. • Listen to introduction of the chapter's project.
2	DISCOVER: **Students will:** • Explore plants for similarities and differences. • Identify plant parts. • Participate in singing of a plant song.
3	LEARN: **Students will:** • Review plants needs for survival. • Investigate how the parts of a plant help it to meet their needs.
4	LEARN: **Students will:** • Compare external features of plants and animals. • Explain how external features help plants and animals survive.
5	LEARN: **Students will:** • Create a model of a plant with play dough shapes. • Draw an animal that lives in the same habitat as their plant.
6	LEARN: **Students will:** • Compare different types of plants. • Describe plants as bigger or smaller.
7	LEARN: **Students will:** • Describe the properties of water using their senses. • Locate major sources of water on a map.
8	LEARN: **Students will:** • Observe objects in the daytime sky. • Describe the Sun and its importance.
9	LEARN: **Students will:** • Observe shadows made with a flashlight. • Decide where the best location of their school garden will be.
10	LEARN: **Students will:** • Describe the different objects in the sky. • Use big and small/near and far to describe the moon and stars.

<table>
<tr><th>LESSON</th><th>INSTRUCTIONAL FOCUS</th></tr>
<tr><td>11</td><td>LEARN: Students will:
Distinguish between maps and pictures.
Analyze features of a map.
Use maps to solve riddles.</td></tr>
<tr><td>12</td><td>LEARN: Students will:
Create a map of the schoolyard.
Include the area where students want to plan a garden.</td></tr>
<tr><td>13</td><td>SHARE: Students will:
Create a picture of the schoolyard using repeating geometric shapes (square, triangle, circle, rectangle).
Display artwork in classroom.</td></tr>
<tr><td>14</td><td>SHARE: Students will:
Identify problem and constraints.
Brainstorm ideas.
Decide on best designs.</td></tr>
<tr><td>15</td><td>SHARE: Students will:
Finalize garden design.
Participate in a gallery walk.
Reflect on learning for the chapter.</td></tr>
</table>

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Demonstrate prior knowledge of characteristics of living and nonliving things. • Participate in a nature walk. • Listen to introduction of the chapter's project.	• Sort • Living • Nonliving	You will be taking students outside to collect items to bring back into the classroom. Decide on a location where students will be able to choose, rocks, sticks, leaves, flowers, etc. Have a box or tray available for students to put their items at the end of the day, so you can easily return the items outside. If you cannot arrange the outing, you may wish to collect these items and bring them into the classroom ahead of time.

MATERIALS

Student book	Pencil	Chart Paper or Board	Markers or Chalk	Optional: masking tape	Box or tray
					



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the chapter. Tell them they are beginning a new theme called, 'The World Around Me.' Introduce students to this chapter's project. Students will be creating a map of the schoolyard and designing a garden to go in it.

TEACHER SAY: Today we are going to start a new theme. It is called, "The World Around Me." Take some think time. What do you think we will learn in this theme?

TEACHER DO: Allow time for students to think quietly, about one minute.

TEACHER SAY: Turn to your Shoulder Partner. Take turns sharing what you think we might learn in "The World Around Me." The person with the longest hair will start first.

TEACHER DO: Allow 2 or 3 minutes for students to share their ideas. This will allow students to get excited about the new theme. Make certain all students are getting a chance to talk in their small groups.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**, taking turns and listening.

2. TEACHER DO: Take time now to show students the **'Hands Up' Strategy**. As you give the directions for this strategy, raise your hand to model expected behavior.

TEACHER SAY: You all share your ideas and are such good listeners. Sometimes you are having such great conversations, it is difficult for me to get your attention. Let's learn a new strategy that I think you will like. We will just call it the 'Hands Up' Strategy. When it is time for you to listen to me, I will raise my hand. I won't say anything. When you see me, end your sentence

and raise your hand. Do not talk. That way you are signaling too. If you see a friend's hand up or my hand up, you and your partner should stop talking, raise your hand and turn to me. When everyone is quiet with one hand raised and looking at me, I will know we are ready to go on. (pause for students to think before moving to the next direction)
Let's practice our hands up strategy with my next question to you. In this theme, we are going to learn about natural things in our world. What do you think that means? When it's time for us to continue, let's use our 'Hands Up' Strategy. The question is: What do you think "natural things in our world" means? Talk to your Shoulder Partner.

TEACHER DO: After allowing students some time to talk, signal for them to be quiet using the hands up strategy.


STUDENTS DO: Discuss with their **Shoulder Partners**. As students notice the teacher's hand go up, they get quiet. Students should also signal to others with a hands up.

3. TEACHER SAY: Our first chapter that we are starting today is "Our Natural World." I heard some good answers about what natural might mean. Who would like to share their thinking?


STUDENTS DO: Raise their hands to respond and then share their ideas. Possible responses are: things that grow, things that are living, something from nature.

Note to Teacher: This activity is a pre-assessment for you to see students' familiarity with natural things (as opposed to man-made things). There are no right or wrong answers at this point in the lesson.

TEACHER DO: Call on students with a hand raised to answer.

TEACHER SAY: Excellent! Natural means it is something that is not made by people. Can you say, "natural means it is not made by people?"


STUDENTS SAY: Repeat "natural means it is not made by people."

TEACHER SAY: Earlier in the school year, we learned about animals. In this chapter, we are going to learn more about animals. We will learn about plants too. We will also serve our school community. We will look at our schoolyard, create a map of it, and design a garden to go in it.



4. TEACHER SAY: Open your student book to page 61: Schoolyard. Our world is filled with living and nonliving things. Can you tell which ones are which? Point to each picture as I read the words.

TEACHER DO: Hold up the student book, and point to each label for each picture and read it out loud.


READ ALOUD: Look at the pictures. Circle the objects that are alive.


STUDENTS DO: Use a pencil to circle which pictures show living things.

Note to Teacher: This is a pre-assessment to see how well students remember the difference between living things and nonliving things.

TEACHER SAY: I will say the names of the pictures again. This time if you think it is a living thing, stand up.

TEACHER DO: Name each picture, but this time pause after each one to allow students to stand if they believe the picture shows a living thing. After each living thing, say one of the characteristics of living things that it has. (It can move, it needs food and water, it grows, it sense its environment)

5. TEACHER DO: Transition class into a discovery activity called a "nature walk." Students will walk around the schoolyard and collect five objects they find interesting. They can hold the objects in their hands OR you can give each student a piece of masking tape for them to loop around their wrist sticky-side up. As students find objects, they stick it to their wrist.

TEACHER SAY: One way to learn about our natural world is to go out in it! When we talk about the natural world, we mean places outside that are not made by people. Let's start our

project by exploring our schoolyard. But we're not just going to play when we're outside. We will go on a nature walk. On our nature walk, each of us will collect 5 objects that we find interesting. When you see me use the hands up signal, it will be time to come back inside. We will bring those objects back into the class to see what they can tell us about our environment.

6. TEACHER DO: Review safety rules and behavioral expectations for the nature walk. If needed, also review what types of objects are safe to pick up to bring back to class, and what should be left alone.

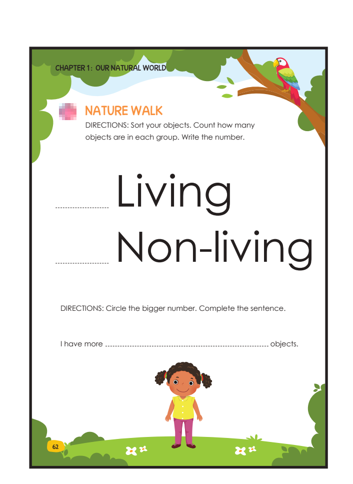
Note to Teacher: Students will be using their artifacts to sort into living and nonliving groups. You do not need to influence the students as far as what to pick up as long as they are safe choices. If you did not go outside with students, have a selection of objects that students can analyze for the next few steps of this lesson.



STUDENTS DO: Walk around the schoolyard collecting 5 interesting artifacts. They may select leaves, rocks, twigs, pieces of trash, etc.

7. TEACHER DO: After about 15 minutes, use the hands up signal to let students know it is time to go back inside. Have students bring their found items back to the classroom and lay them out in front of them at their desk or table. Lead students through a sorting activity on page 62: Nature Walk, in their student books. Use the hands up strategy when you are ready to begin.

Note to teacher: You may choose to do this activity as a whole group using items you pre-select to support students with counting and sorting.



TEACHER SAY: Let's open our student book to Nature Walk, the first page in our new chapter. I will guide you as we work through the page together.

TEACHER DO: Hold up the student book open to the correct page so students can easily find it.



READ ALOUD: Sort your objects. Count how many objects are in each group. Write the number.

TEACHER SAY: Sorting means you put objects into groups. You can sort objects in different ways. First, sort our objects into two groups: living things and nonliving things. You may talk with your Shoulder Partner if you need help.



STUDENTS DO: Group their objects into a living things group and a nonliving things group.

8. TEACHER DO: Hang a piece of chart paper up in front of the class. Create two columns, one labeled "Living Things" and the other labeled "Non-living Things." Use hands up to get students attention.

TEACHER SAY: When I call on you, please tell me one of your living things. (Follow up each response by asking: "How do you know it's living?")

TEACHER DO: Use **Calling Sticks** to randomly choose students to share their living things. Record a list of characteristics of living things on chart paper based on student observations.

TEACHER SAY: All living things are different by they all can have these characteristics. Living things need food. Living things can move. Living things grow. Living things can respond to things in their surroundings.

TEACHER DO: Drop a book on a table to make a loud sound.

TEACHER SAY: You all looked up! You all responded to the book landing on the table. You used hearing and seeing to find out what that loud noise was!
Living things use their senses to respond to their surroundings. Responding to things in your surroundings helps to keep living things survive.
Now, use your pointer finger to count the number of objects in your living pile. Touch each object as you count it.

Note to Teacher: If students ask how plants respond, tell them how plants respond to sunlight, but growing towards it. If possible have a potted plant that has been sitting in the window to show how the leaves are reaching towards the sunlight.

 STUDENTS DO: Count each object, by pointing and count them.

9. Students should be comfortable counting independently at this point in the school year. However, you may need to provide assistance with comparing numbers and writing the sentence at the bottom of the student page.

TEACHER SAY: **What do you think the word next to the first blank is? Trace the letters you see. Whisper the beginning sound into your hand.**

 STUDENTS DO: **Whisper** the sound into their hands.

TEACHER SAY: **What is the ending sound? Whisper it into your hand.**

 STUDENTS DO: **Whisper** the sound into their hands.

TEACHER SAY: **What is the word? Call it out if you know!**

 STUDENTS DO: Respond with the word: living.

TEACHER SAY: **The first word next to the blank is 'living.' Next to the word 'living,' write the number of living things you counted.**

 STUDENTS DO: Write the number of living things.

TEACHER DO: Walk around and assist students with counting and writing the number of living things. Students can trace the number at the top of the page before they write the number on the line.

10. TEACHER SAY: **Now, what did you put in your nonliving group? (Respond to each with, "How did you know?")**

TEACHER DO: Call on students for their answers and fill in nonliving characteristics on the chart paper.

 STUDENTS DO: Respond when called upon with the objects they sorted into the nonliving group.

TEACHER SAY: **Some nonliving things may move, but none will ever need food. Can you use your pointer finger to count the number of nonliving things in your pile? What number do you use if you have no nonliving things?**

 STUDENTS DO: Respond with "zero." Then students count their nonliving objects.

TEACHER SAY: **What is the beginning letter of the next word in your student book? Trace the letter with your finger. Whisper the beginning sound into your hand.**

 STUDENTS DO: Students **Whisper** the sound into their hands.

TEACHER SAY: **What is the ending sound? Whisper it into your hand.**

 STUDENTS DO: Students **Whisper** the sound into their hands.

TEACHER SAY: **What is the word? Call it out if you know!**

 STUDENTS DO: Students respond with the word: nonliving.

TEACHER SAY: **The second word is "nonliving." Can you repeat that after me?**

 **STUDENTS DO:** Students repeat the word "nonliving."

TEACHER SAY: On the line next to the word nonliving, write the number of nonliving objects.

TEACHER DO: Walk around and assist students with counting and writing the number of living things. Students can trace the number at the top of the page before they write the number on the line.

 **STUDENTS DO:** Students count the objects and write the number on the line.

11. Comparing numbers within 5 should be approachable for students at this point in the school year. Feel free to modify the steps outlined here to provide more or less support depending on the needs of your students.

TEACHER SAY: In math we have been comparing numbers and deciding which one is greater or bigger. Look at the numbers you just wrote. With your Shoulder Partner, decide number that is greater. Then circle the bigger number.

 **STUDENTS DO:** Compare the numbers of living and nonliving objects, and circle the greater number.

TEACHER SAY: Stand up if you have more living things.

 **STUDENTS DO:** Stand if their living things is greater than the group of nonliving things.

TEACHER SAY: Thank you. You may be seated.

 **STUDENTS DO:** Students return to their seats.

TEACHER SAY: Now stand up if you have more nonliving things.

 **STUDENTS DO:** Stand if their group of nonliving things is greater than the group of living things.

TEACHER SAY: Now let's finish the rest of the student page. Follow along as I read the directions.

 **READ ALOUD:** Circle the bigger number. Complete the sentence.

TEACHER SAY: You will complete the sentence by writing in "living" if you have more living things. You will complete the sentence by writing in "nonliving" if you have more nonliving things.

TEACHER DO: Write both words, "living" and "nonliving" on the board for students to copy if needed. Then circulate around the room to check on students' progress.

12. Closing: The closing is used to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Today we took a nature walk to gather objects from our schoolyard. We sorted objects into groups of living and nonliving. After counting our objects, we decided what type of object we had more of.
During the next lesson, we will observe plant parts.
Do you know any plant parts? Tell your Shoulder Partner one plant part that you already know.

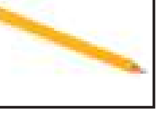
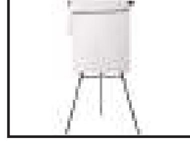
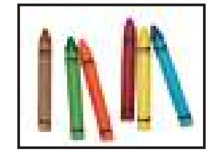
TEACHER DO: Allow students a moment to share with their **Shoulder Partner**.

 **STUDENTS DO:** Share with their **Shoulder Partner**.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify plant parts. • Participate in singing of Plant song • Explore plants for similarities and differences.	• Flower • Leaves • Stem • Roots

MATERIALS

Student book	Pencil	Chart Paper or Board	Markers or Chalk	Crayons	1 pair of scissors
 	 				

KWL Chart

Celery stalk

Clear cup or glass

Red (or blue) food coloring and water

1 leaf for every student



Discover (90 mins)

Directions

Note to Teacher: Prior to class, pick enough leaves for every student to do a leaf rubbing. Students can also work with a partner and share a leaf, if necessary.

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind students of the previous day's class.

TEACHER DO: Find some examples of living and nonliving objects from those used yesterday or new ones found in the classroom. Make sure at least one item is a plant. You will show the objects, one at a time, to students. Sort according to students' ideas. If something is sorted incorrectly, put it aside and discuss at the end.

TEACHER SAY: Yesterday, the first time we sorted our objects we used two categories: living and nonliving. Let's see if we can categorize these objects. If you think the object I hold up is living, stand up. If you think it is nonliving, stay seated.

 **STUDENTS DO:** Respond by either standing or staying seated.

TEACHER DO: Hold up one object and walk around the room so all students can see it.

TEACHER SAY: Is this living or nonliving? Stand up if you think it is living. How do you know? Share with your Shoulder Partner.

TEACHER DO: Repeat the process with 4 items.

 **STUDENTS DO:** Share with a **Shoulder Partner**.

2. TEACHER DO: Prepare a **KWL Chart**. This is a chart made on chart paper with three columns

labeled “Know,” “Want to Know,” and “Learned.”

TEACHER SAY: **Our project for this chapter is to improve our schoolyard. One way we can improve the schoolyard is to add more living things like plants. But first, we need to learn more about plants! Let’s use our KWL Chart to help us think about what we already know about plants, and what we want to know about plants.**

TEACHER DO: Call on 4 students to tell what they know about plants. Then call on 4 students to tell what they want to know about plants.



STUDENTS DO: When called on, students share what they know about plants and what they want to know about plants.

3. TEACHER SAY: **Living things are made up of different parts. You have arms. You have legs. You have eyes. Each of these parts have different jobs. Turn to your Shoulder Partner and tell what job each of these parts do. Arms. Legs. Eyes.**



STUDENTS DO: Share with their partner how they use their legs, arms and eyes.

TEACHER SAY: **If you didn’t have all of those parts, would you be able to do the same things? Raise your hand to share.**

TEACHER DO: Call on a student with raised hand.



STUDENTS DO: Respond that they wouldn’t be able to walk or write, or see, etc.

TEACHER SAY: **That is right, all of your parts have to work together for you to do things like run and see and play. Did you know plant parts have jobs too? Open your student book to page 63: Trace Plant Parts.**

4. TEACHER DO: Hold up page 63: Plant Parts to ensure students are on the correct page. Point to each plant part while describing its job. Ensure that students have access to a writing utensil and colors.



READ ALOUD: Use a pencil and trace the plant parts.

TEACHER SAY: **What do you see on this page? Talk to your Shoulder Partner and describe the different parts of a plant that you recognize.**



STUDENTS DO: Share with **Shoulder Partners**.

TEACHER SAY: **This plant is divided into 4 parts. Let’s talk about each of the parts. The flower’s job is to make seeds for the plant. New plants grow from the seeds. Can you trace the flower with your pencil?**



STUDENTS DO: Trace the outline of the flower.

TEACHER SAY: **The leaves use sunlight to make food. Can you trace the leaves with your pencil?**



STUDENTS DO: Trace the outline of the leaves.

TEACHER SAY: **The stem carries water up from the roots and takes it to the rest of the plant. Can you trace the stem?**



STUDENTS DO: Trace the outline of the stem.

TEACHER SAY: **The roots keep the plant in the ground. The roots get water and nutrients from the soil. Can you trace the roots?**



STUDENTS DO: Trace the outline of the roots.

TEACHER SAY: **Flower. You say it. (Repeat with leaves, stem and roots.)**

 **STUDENTS DO:** Repeat: Flower, leaves, stem, roots.

TEACHER SAY: What is the beginning sound in "flower?" Tell your Shoulder Partner.

 **STUDENTS DO:** Tell each other the beginning sound. The sound that "F" makes.

TEACHER DO: Write the letter "F" on the board and have students write the letter in the air.

TEACHER SAY: The letter F says, "f." Can you write the letter in the air?

STUDENTS DO: Write the letter "F" in the air.

TEACHER SAY: Now write the letter "F" to complete the word flower in your student book.

 **STUDENTS DO:** Write the letter "F" in flower.

TEACHER SAY: What is the beginning sound in "leaves?" Tell your Shoulder Partner.

 **STUDENTS DO:** Tell each other the beginning sound. The sound that "L" makes.

TEACHER DO: Write the letter "L" on the board and have students write the letter in the air.

 **TEACHER SAY: The letter L says, "l." Can you write the letter in the air?**

STUDENTS DO: Write the letter "L" in the air.

TEACHER SAY: Now write the letter "L" to complete the word flower in your student book.

 **STUDENTS DO:** Write the letter "L" in flower.

TEACHER DO: Repeat this process for letter "S" in stem and letter "R" in roots.

 **STUDENTS DO:** Say the letter sounds to their **Shoulder Partner** and write the letters to complete the words.

5. TEACHER SAY: You have done a wonderful job writing the letters of the plant parts. Use your crayons to color in the different plant parts.

 **STUDENTS DO:** Color the flower, stem, leaves and roots.

6. TEACHER DO: Sing a song with the students about the plant parts to help students remember the different functions. Adding movement will aid with student engagement and memory. Break up the song into sections. You may wish to repeat sections or modify the movements to suit the needs of your classroom. The full text of the song, with corresponding movements, is as follows:

The parts of the plant have a function, have a function, have a function. (bounce up and down)
The parts of the plant have a function, so the plant can live.
The flower (spread fingers wide next to face) on top makes seeds, makes seeds, makes seeds.
The flower on top makes seeds, so new plants can grow.
The leaves on the plant (hold out your palms by your waist) make the food, make the food, make the food.
The leaves on the plant make the food, using sunlight.
The stem of the plant reaches high (reach up toward the ceiling), reaches high, reaches high.
The stem of the plant reaches high, and carries water up.
The roots of the plant hold it in the ground (squat down to the ground), in the ground, in the ground.
The roots of the plant hold it in the ground, and brings in nutrients and water.

TEACHER SAY: I have a song about plant parts. I want to share it with you.

TEACHER DO: While singing the song, include the hand gestures to help students remember the functions of the plant parts.

TEACHER SAY: **(in the tune of The Wheels on the Bus, or another familiar tune)**
The parts of the plant have a function, have a function, have a function. (bounce up and down)
The parts of the plant have a function, so the plant can live.
Now you sing with me! Stand up please!



STUDENTS DO: Repeat the first stanza of the song with the teacher, while bouncing up and down.

TEACHER SAY: **The next part is like this:**
The flower (spread fingers wide next to face) on top makes seeds, makes seeds, makes seeds.
The flower on top makes seeds, so new plants can grow.
Let's try!



STUDENTS DO: Repeat the second stanza of the song with the teacher, with fingers spread next to face.

TEACHER SAY: **Do you remember the leaves' function? Listen:**
The leaves on the plant (hold out your palms by your waist) make the food, make the food, make the food,
The leaves on the plant make the food, using sunlight.
Your turn!



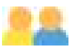
STUDENTS DO: Student repeat and gesture about leaves.

TEACHER SAY: **Beautiful singing. Let's sing about the stem:**
The stem of the plant reaches high (reach up toward the ceiling), reaches high, reaches high,
The stem of the plant reaches high, and carries water up.



STUDENTS DO: Student repeat and gesture about the stem.

TEACHER SAY: **Well done! The last plant part is at the bottom of the plant. The roots! Listen:**
The roots of the plant hold it in the ground (squat down to the ground), in the ground, in the ground.
The roots of the plant hold it in the ground, and brings in nutrients and water.
Now you sing!



STUDENTS DO: Student repeat and gesture about the roots.

TEACHER SAY: **Let's sing the entire song together!**



STUDENTS DO: (Sing along with the teacher:)

The parts of the plant have a function, have a function, have a function. (bounce up and down)
The parts of the plant have a function, so the plant can live.
The flower (spread fingers wide next to face) on top makes seeds, makes seeds, makes seeds.
The flower on top makes seeds, so new plants can grow.
The leaves on the plant (hold out your palms by your waist) make the food, make the food, make the food,
The leaves on the plant make the food, using sunlight.
The stem of the plant reaches high (reach up toward the ceiling), reaches high, reaches high,
The stem of the plant reaches high, and carries water up.
The roots of the plant hold it in the ground (squat down to the ground), in the ground, in the ground.
The roots of the plant hold it in the ground, and brings in nutrients and water.

TEACHER SAY: **You all did a wonderful job singing together. Give your Shoulder Partner a high-five then, have a seat.**

7. TEACHER DO: Transition students from singing the song to a conversation about observing. Students will be creating an image of a leaf by doing a leaf rubbing. If you have enough leaves for each student, you may wish to extend the conversation and allow students to practice using their senses by first asking students to describe the shape, color, texture, even smell of the leaves.

TEACHER SAY: **Observing objects is an important way scientists learn about the natural world around them. When you observe something, you look carefully at it.**
Repeat after me: "Observe."



STUDENTS DO: Repeat "observe."

TEACHER SAY: **We will create an image of a leaf so we can observe it. We will make a leaf rubbing. Turn to page 64: Leaf Rubbing of your student book.**

TEACHER DO: Open to the same page in your student book and hold it up for students to see.



READ ALOUD: Obtain 1 leaf. Place the leaf under the paper. Use a pencil. Rub the side of the pencil lead back and forth lightly over the paper above the leaf.

TEACHER DO: Demonstrate a leaf rubbing on your own paper for the class to observe before prompting students to do their own. Do a **Think Aloud** as you arrange the leaf under the paper and make sure your pencil is ready. Make certain students see that you are using the side of the pencil lead, not the tip of it.

Note to Teacher: The hand position for using a pencil for a rubbing may not be familiar to students. Demonstrate how to hold the pencil nearly horizontal and have students practice the position before starting if needed. Students can also use an unwrapped crayon if holding the pencil is difficult.



STUDENTS DO: Use a pencil to create a leaf rubbing.

8. TEACHER DO: Once students have finished the rubbing of their plants, lead them through a questioning activity to have them continue to think like scientists.

TEACHER SAY: **Now we have a new way of observing plant leaves! Let's continue to think like scientists. Scientists pay attention to observations that are surprising or unexpected. What do you find surprising about your leaf rubbing? Tell your Shoulder Partner, then be ready to share with the class.**

TEACHER DO: Call on 3 students to explain their thinking.



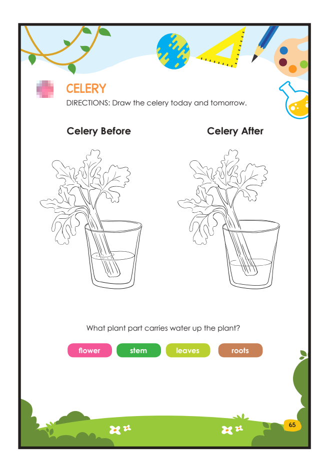
STUDENTS DO: Raise hands and explain what they find surprising.

TEACHER SAY: **After making your observations, is there anything we should add to our KWL Chart? Is there something you want to know? Let's add it.**



STUDENTS DO: Raise hands and respond. Record answers on the W section of the **KWL Chart**.

9. Note to Teacher: The veins in a leaf of a plant allow for water to travel into the leaf. The plant uses the water, along with sunlight, to make food. The technical term is photosynthesis and should not be used with students.



TEACHER DO: Set up a demonstration to show students how water travels through a stem to the leaves. Fill a clear cup or glass with approximately 3 cm of water. Add a 10 - 15 drops of red food coloring so that the water is dark red. (Any dark color will work. Avoid yellow, as the results are harder to see.) Use a knife or scissors to slice the bottom of a stalk of celery that still has leaves on top.

TEACHER SAY: **I have a stalk of celery. I am going to do an experiment with it.**
I wonder what will happen to this celery if I put it in the colored water? What do you think? On page 65: Celery, color what the celery stalk looks like now in the top picture. As you color, tell your Shoulder Partner what you think it will look like tomorrow.



STUDENTS DO: Color in the celery in the student book. Talk to **Shoulder Partner** about what might happen to the celery.

10. Closing: The closing is used daily to finish the day. Use this section to have students recap

the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Tomorrow we will make observations of the celery and color the bottom picture to show what happened.
We had a certainly learned a lot about plants today. Please turn to your Shoulder Partner and tell them one function of a plant part that you remember. Be ready to share what your partner says!



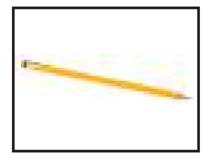
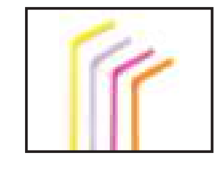
STUDENTS DO: Tell their **Shoulder Partner** what the function of a flower, leaf, stem or root is.

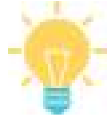
TEACHER DO: Use **Calling Sticks** to randomly choose 4 students to tell the plant part and function that their partner remembered. Be sure that all plant parts are reviewed. If you have time, you may wish to ask students to quietly demonstrate the movement from the song to help aid memory and engagement. Add the functions of the plant parts to the **KWL Chart** under "Learned."

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Review plants needs for survival. • Investigate how the parts of a plant help it to meet their needs.	• Soil • Water • Air • Sunlight	Prepare the first experiment before students arrive. In this way, they will be able to observe results of leaves 'breathing'. Take a large fresh leaf from a tree or bush. Place the leaf in a bowl filled with water (a clear bowl will make it easier for students to see). Put a small rock on the leaf to keep it submerged in the water. Place it near a source of sunlight. If no window is in the classroom, you can also place the bowl under a strong desk lamp. Have a similar leaf on hand to show students at the time of the experiment. Bubbles will form on the leaf. This is to demonstrate that leaves release gases through tiny openings in the leaf.

MATERIALS

Pencil	Crayons	Chart Paper or Board	Markers or Chalk	Straw	Rock
					
KWL Chart	Celery in glass from previous lesson		Two leaves	Clear bowl	Glass of Water

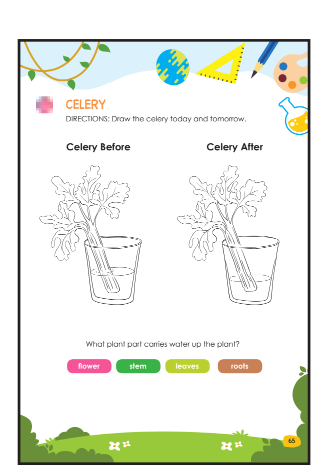


Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Let's review the parts of a plant. We learned a song yesterday. Who can show me the movement from our song that goes with flower? (Repeat with leaves, stem, roots)



TEACHER DO: Use **Calling Sticks** or allow students to stand and show the movements in unison.

 **STUDENTS DO:** Show movements that correspond with the different parts of plants.

2. Before showing students the celery experiment, encourage them to make a prediction. Making predictions is an important skill that will help students in scientific investigations in further grades.

TEACHER SAY: Remember the celery from yesterday? Open your student book to page 65: Celery and look at your coloring. When I call on you, can you tell me what you think the celery will look like today?

TEACHER DO: Use **Calling Sticks** to choose several students to share their predictions.

 **STUDENTS DO:** When called on, student describe what they think the celery will look like.

TEACHER DO: Bring out the celery that was sitting in the red water overnight. Walk around with it so that students get a closer look at the leaves, which should now look red.

TEACHER SAY: Can you see a difference in the celery stalk today? Talk to your Shoulder Partner about what is different about the celery.

 **STUDENTS DO:** Talk to their **Shoulder Partner** to describe the changed celery.

TEACHER SAY: Now use your crayons to color the bottom picture of your student book, to show what happened to the celery.

 **STUDENTS DO:** Color the bottom picture.

TEACHER SAY: Celery is a plant. It needs water to grow. Do you think this celery got some water overnight? How do you know? Tell your Shoulder Partner.

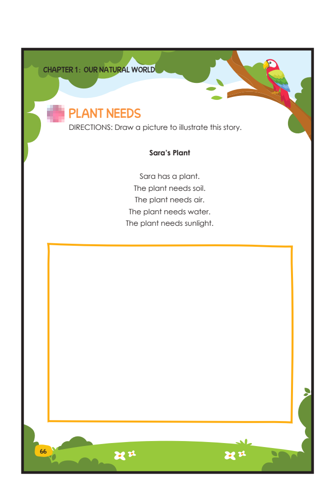
TEACHER DO: Walk around the classroom and listen to students' conversations. Listen for students to give evidence such as "It got water because the red is now in the leaves." Use **Calling Sticks** to get students to share aloud.

 **STUDENTS DO:** Decide if the celery got water overnight, and provide reasons for how they know. When called upon, students share their thoughts.

TEACHER SAY: The celery did get water overnight! Look how the red water made the celery leaves turn red.
Think back to our song about plant parts. which plant part carries water up? Whisper your answer into your hands, and then circle the plant part word on the bottom of your paper.

 **STUDENTS DO: Whisper** "stem" and then circle the word.

TEACHER DO: If students are unsure which of the words says stem, have them refer to the previous page that has the parts labeled.



3. TEACHER SAY: Living things, like plants, have needs that must be met to survive. Can you think of one need that a living thing has? (pause) Whisper it into your hand.

 **STUDENTS DO: Whisper** something a plant needs for survival.

TEACHER SAY: I heard many of the needs of living things! Now, open to page 66: Plant Needs. Listen as I read the directions aloud.

 **READ ALOUD:** Read the story. Draw a picture to illustrate this story.

TEACHER SAY: I will read the story out loud. Use your finger to follow along with me in your student book.

TEACHER DO: Hold the student book up as your read aloud. Pause after each line to ask students, "How can you draw this part of the story?" You may need to repeat each line several times to ensure student understanding. To support word recognition, you may also choose to write the key vocabulary terms on the board. Encourage students to share ideas on how to illustrate the story with **Shoulder Partners**.



READ ALOUD: Sara's Plant
Sara has a plant.
The plant needs soil.
The plant needs air.
The plant needs water.
The plant needs sunlight.

STUDENTS DO: After each line of the story, students share with their **Shoulder Partner** how they will draw that line in their illustration.

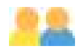
TEACHER SAY: Now that we have read the story together, let's think about what the story says.

How can you make sure to draw Sara's plant getting all of the needs.

 STUDENTS DO: Students draw a picture illustrating Sara's plants and its needs.

4. The experiment with the celery focused on the stem of a plant transporting water. The experiment you will show the students with the leaves and the air bubbles will focus on air. It is important to note that plants do not breathe as humans do but there is an exchange of gases. Students at this age do not need to understand the mechanism behind this, rather they just need to solidify the concept that all living things need air to breathe.

TEACHER SAY: **All plants need water to survive. They also need air. Plants don't have a nose like we do, but they do have tiny openings in their leaves. Take a deep breath. Let it out.**

 STUDENTS DO: Student breathe deeply and let it out.

TEACHER SAY: **I want to show you how I know that leaves let out air just like we did. Watch me.**

TEACHER DO: Hold up a clear glass with water in it and a straw. Take a deep breath, and then blow into the straw.

TEACHER SAY: **What did you see when I blew into the straw?**

 STUDENTS DO: Respond together, "Bubbles!"

TEACHER SAY: **Yes! When I breathed out, the air made bubbles in the water.**
I have two leaves. One is right here. (hold up the leaf)
The other is in a bowl of water by the window. I will bring both leaves around for you to observe.

TEACHER DO: Carefully carry the bowl with the water and submerged leaf around the classroom for students to see. Try not to disturb the bubbles that are on the leaf. Make sure to have the second leaf with you as well, so students can compare them. An alternative to carrying the bowl around is to allow groups of students to walk over to the bowl by the window to make their observations.

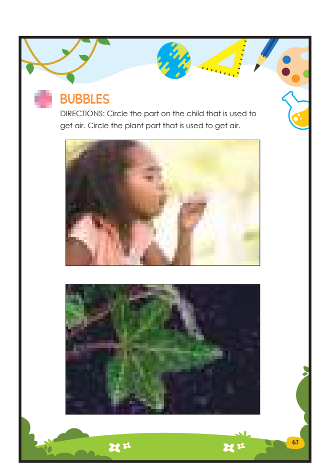
 STUDENTS DO: Observe both leaves and compare their appearance.

TEACHER SAY: **Raise your hand and tell me what you see on the leaf in the bowl.**

 STUDENTS DO: When called on, student will say that the leaf in the bowl had bubbles on it.

TEACHER SAY: **I didn't blow air through a straw into the bowl. Where did the air come from? Tell your Shoulder Partner your ideas.**

 STUDENTS DO: Discuss with **Shoulder Partners** that the air comes from the leaf.



TEACHER SAY: **Stand up if you think the air to make the bubbles came from the leaf.**

 STUDENTS DO: Stand up to show they know air is coming from the leaf.

TEACHER SAY: **That is right! The air from the leaf made bubbles in the water. You may sit down.**
Open your student book to page 67: Bubbles. Listen as I read the directions aloud.

 READ ALOUD: Circle the part of the child that is used to get air. Circle the plant part that is used to get air.

 STUDENTS DO: Circle the child's nose and the plant's leaf.

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: **We learned even more about how plants meet their needs today. Please turn to**

 **your Shoulder Partner tell them two things your learned in class today.**

STUDENTS DO: Students tell their **Shoulder Partner** two things they learned.

TEACHER SAY: Let's add what we have learned to our KWL Chart. When I call on you, please tell me what your partner learned today.

TEACHER DO: Use **Calling Sticks** to randomly choose 4 students to tell what they have learned today. Add these to the **KWL Chart** under "Learned."

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare external features of plants and animals. • Explain how external features help plants and animals survive.	• Habitat • Desert • Forest • Brown bear • Features

MATERIALS

Student book	KWL Chart	One Deck of playing cards	Markers or Chalk	Scissors	Pencil
					



Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Yesterday we learned about how plants meet their needs. Some plants live in places that have a lot of water, or a lot of sunlight. Some plants live in places that are dry, like a desert. Some plants live in places that are cold or dark. We talked about what animals (and humans) need earlier in the school year. Animals and people can also live in places like a desert or they can live in places that are very cold.
The place where a plant or animal lives is called its habitat. Can you say, "habitat?"

 **STUDENTS DO:** Repeat, "habitat."

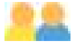
TEACHER SAY: A habitat can be hot, warm or cold. It can be dry or rainy. Plants and animals have features to help them survive in their habitat.
Let's think of some different habitats you already know. I mentioned a desert before – can you think of other habitats that you know already?

TEACHER DO: Encourage students to **Brainstorm** different habitats. They may not know the names, but can describe if a place is rainy, snowy, cold, etc. Be sure to provide key vocabulary including desert, rain forest, forest, delta, lakes, ponds, etc.

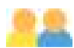
 **STUDENTS DO: Brainstorm** different habitats, describing the climate and other features.

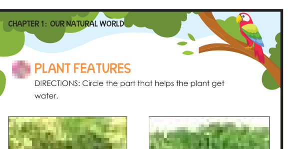
2. Engage students in a discussion that will help them analyze adaptations plants make to survive in various environments.

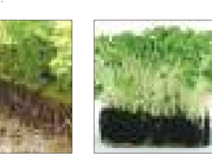
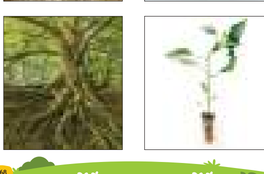
TEACHER SAY: Yesterday we talked about the needs of plants. Remember, Sara's plant? What did Sara's plant need?

 **STUDENTS DO:** Recall that plants need soil, water, air and sunlight.

TEACHER SAY: When you drew Sara's plant, you probably thought the plant would live in our classroom, or in your home. But plants must survive in different habitats too. Think about all the habitats we listed.
A desert is hot and dry.
Desert plant must keep water inside it.
What did we learn from the celery? What part of a plant helps a plant "drink" water?

 **STUDENTS DO:** Recall that the stem helps the plant get water.



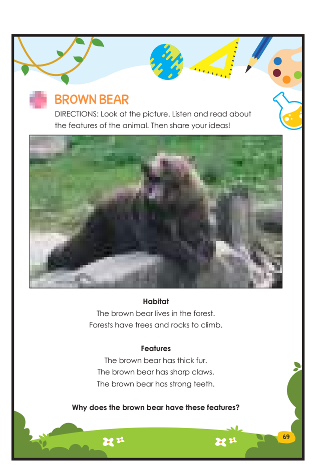
3.TEACHER SAY: Open up to page 68.

 **READ ALOUD:** Circle the part that helps the plant get water.

 **STUDENTS DO:** Open page to 68. Students should circle the stem of each plant.

TEACHER DO: Engage students in a conversation about the roots and stems. Ask if they have seen any of the types of plants pictured. Encourage them to consider how the roots and stems work together.

4. Remind students of the habitats **Brainstormed** at the beginning of class. While the forest may not be familiar to students, you may wish to use a digital resource such as a video at this point to build background knowledge. Specific knowledge of the features of a forest are not needed to complete the student page 69 Brown Bear.



TEACHER SAY: Look at the brown bear on page 69: Brown Bear. It lives in the forest.

 **STUDENTS DO:** Open their student books to page 69.

TEACHER DO: Point out the features of the brown bear as you describe it. You may choose to read each sentence several times to promote understanding.

READ ALOUD:



Habitat
The brown bear lives in the forest.
Forests have trees and rocks to climb.
Features
The brown bear has thick fur.
The brown bear has sharp claws.
The brown bear has strong teeth.

5. To encourage student sharing and allow some student movement, introduce a sharing game called **Shake It, Share It, High Five**.

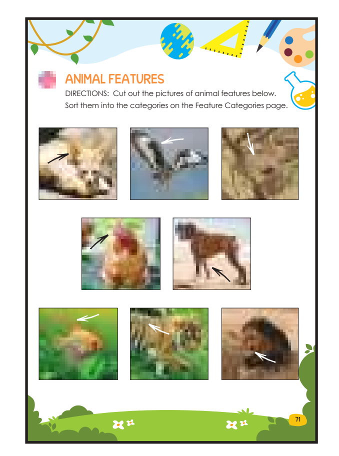
TEACHER SAY: The question at the bottom of the page says: Why does the brown bear have these features?
We are going to learn a new game so you can share your ideas.
It is called Shake It, Share It, High Five.
When I say "go," you will stand up with your student book and start walking.
When I say "stop," you will shake the hand of a person near you.
Then, take turns sharing why you think the brown bear has its features.
Finally, you will high five and say thank you.
We will play a few times so you can share with different friends.
Ready, go.

 **STUDENTS DO:** Shake a partner's hand, share their explanations, then high five.

TEACHER DO: Call out go and stop for students. Allow students to share with at least 3 different partners. As students share, move around the room listening to explanations. After students have had time to share with at least partners, use the hands up strategy to get students attention, and have them return to their seats.

Note to teacher: Students should have mentioned that the features of a brown bear help him meet his needs. The features also help animals survive the specific habitat in which they live.

TEACHER SAY: **Animal features help them survive their habitat.**
Some features can help them move.
Some features can help them eat.
Some features can help them hide.
Some features can help them survive the weather.



6. TEACHER DO: Divide students into groups of 4. Hand out a playing card to each student. The groups are made up of students that have the same number on their playing card. (e.g. All kings are a group, all queens are a group). If students are unfamiliar with playing cards or may have trouble recognizing numbers or differentiating shapes, create groups of four students in any way that works for you class. You may wish to conduct this activity as a whole class, if cutting is difficult for your students. Use an extra copy of student page 71 Animal Features, or use digital images along with the categories of moving, eating, hiding and weather.

TEACHER SAY: **Now that you are in a group, you will need to cut out the pictures on the bottom of page 71: Animal Features. Each picture shows a feature. Let's talk about each picture. I see a cheetah's spots, a bird wing, a chicken beak, a dog's leg, a fish's fin, a tiger's stripes, a lion's teeth,**

 STUDENTS DO: Students cut out each of the pictures on page 71.



7. TEACHER DO: Open to page 71 Animal Features and page 73: Feature Categories and read the categories aloud while pointing to the words. Students will sort the pictures in the small groups, or you may choose to model for the entire class.

TEACHER SAY: **This box says Moving. Put features here that help the animal move.**
This box says Eating. Put the features here that help the animal eat.
This box says Hiding. Put the features here that help the animal hide from other animals.

 STUDENTS DO: Students work with small groups to sort features into the correct category.

TEACHER DO: Use the hands up strategy to get students' attention.

8. TEACHER SAY: **Now take turns discussing the features you sorted. Let's start with the moving box. The person with the heart playing card (if you used playing cards to split up students) will begin by saying: "I put the ________ (feature) into the Moving box. Do you agree?" The other members of the group will say yes or no. If you say no, then you must tell the group why you do not agree.**

 STUDENTS DO: Students discuss how they sorted features for the Moving box.

TEACHER SAY: **I wonder if our groups agree? When I call your group, please say what features are in the Moving box.**

TEACHER DO: Call on one group to share their sort of the Moving box.

TEACHER SAY: **Raise your and if you agree with this group.**

TEACHER DO: Take time to clarify any misconceptions that come up.

TEACHER DO: Follow the same procedure of groups discussing and then sharing within the group. For the whole class share, be sure to make any corrections if necessary. Once the Eating box is finished, continue with the Hiding box.

9. Bring students back together and use the **KWL Chart** to capture student thinking.

TEACHER SAY: **I think we have things to add to our KWL Chart. What did we learn about animal features and their habitats?**

TEACHER DO: Record student responses on the **KWL Chart** under the “Learned” column.



STUDENTS DO: Raise hands to share what they have learned about animal features and surviving in their habitats.

10. Closing: The closing is used daily to finish the day. Use this section to have students recap the day’s activities or to get them to think about what might be coming in tomorrow’s lesson.

TEACHER SAY: Plants and animals have features that help them live in their habitats. We have talked about many of them today. Turn to your Shoulder Partner and tell them what your favorite plant or animal feature is and the habitat it helps for.



STUDENTS DO: Students share with one another about their favorite feature and habitat.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FORTHE TEACHER
Students will: • Create a model of a plant with play dough shapes. • Draw an animal that lives in the same habitat as their plant.	• Garden • Vegetable • Papyrus • Water lily	Students will make plants out of play dough or clay today. If you do not have play dough or clay, prepare play dough with the following recipe. This recipe should make enough for about 6-8 students. If you have food coloring to add with the water. Knead after mixing until the correct consistency. Mix dry ingredients first. Add liquid slowly 576 g flour 192 g salt 30 ml oil 250 ml water food coloring

MATERIALS

Chart Paper or Board

Markers or Chalk

KWL Chart

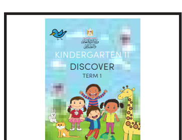
Student book

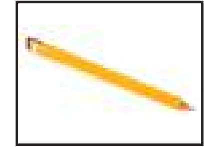
Pencil

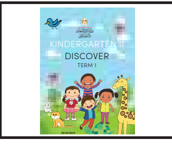
Crayons









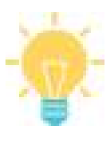




Play Dough or Clay (recipe above)

Paper plates

Picture books of plants



Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Yesterday we talked about animal and plant features. We learned that their features help them survive in their habitat. Let's look at our KWL Chart to remember what we talked about yesterday. Is there anything we should add to the Learn column?

TEACHER DO: Read some of the things listed on the **KWL Chart**. Choose 3 or 4 students to share what they have learned and add to the chart.



STUDENTS DO: Students share their ideas.

TEACHER SAY: Today we are going to continue exploring plants. When we grow plants together in one place, we create what is called a garden. Can you say that word after me? "Garden."



STUDENTS DO: Repeat the word garden.

2. TEACHER DO: Get the play dough or clay ready for students. Divide it for use in smaller groups. Have paper plates available for students to use as they create their own garden plant. Have books available for students to look through as they finish and are waiting for other students in the class. When you and students are ready to continue, use hand up to get students' attention.

Note to Teacher: Give students directions as to how they are to use the play dough. Students should tell you rules for sharing play dough within their groups, including decide how much each student can have. If colors are available, have students help determine guidelines for sharing. If this is the first time students have used play dough in the class, give them a few minutes to 'explore' with the play dough first. Ask them not to mix colors but to form balls, make long pieces, etc.

3. Students will be excited to use the clay/play dough. Structure the creative time by starting with students making shapes, allowing for mathematical skills connections and vocabulary practice.

TEACHER SAY: Before we design a garden for the schoolyard, let's make a model using clay/ play dough. We will create a model garden for our classroom! Each of you will make a plant using play dough. First let's make some shapes with our play dough.

TEACHER DO: If students have been outside and their hands are dirty, take them to wash hands before handling the play dough. Review guidelines for behavior when using art materials, then pass out the clay and paper plates for each student. Explain that students' work should be done on the paper plate. They will wash their hands again after they finish.

TEACHER SAY: I like using shapes to help make the parts of a plant. I can make a leaf from a triangle. Can you?

TEACHER DO: Demonstrate using your pointer finger and thumbs to make a triangle with a small piece of play dough.

 **STUDENTS DO:** Try to make a triangle with dough as well.

TEACHER SAY: I will be walking around as you work. Remember, we are sharing the play dough.
After you make a triangle, can you make a ball? Roll up a piece of play dough between your hands.

TEACHER DO: Model how to make a ball out of the playdough by rolling it between your palms.

TEACHER SAY: What part of the flower could the ball be? Share with your Shoulder Partner.

 **STUDENTS DO:** While making a ball with their play dough, students talk about what plant part their ball could be. (e.g., flower).

TEACHER SAY: The last shape I want to show you is how to make a rope with your play dough. Take a small piece of play dough and roll it back and forth on top of your paper plate. Give it a try!

 **STUDENTS DO:** Create a rope out of play dough.

TEACHER SAY: Now that you have made some shapes with play dough, you can create your own plant for our classroom garden. Try putting shapes together to make a flower, leaf, stem and roots.
Before you start, think about whether you want to make a flower or a vegetable plant… or maybe a water lily!

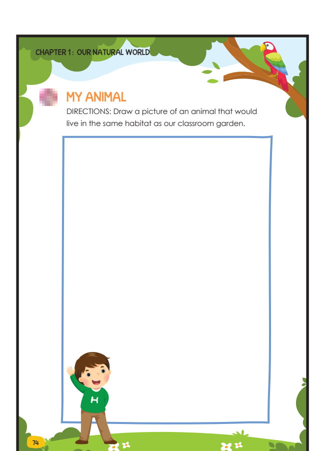
 **STUDENTS DO:** Create their own plant. If time permits and there is enough play dough for everyone, they may make more than one flower or plant.

TEACHER DO: As students finish, place the plants in the 'class garden'. Put up a sign saying, 'Our Class Garden'.

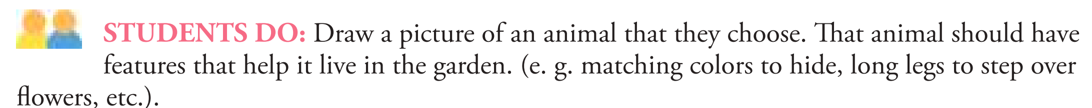
4. Transition from the clay/playdough model making to a discussion connecting habitats to the model classroom plants. As students are drawing the animals for this activity, encourage creativity but remind them to include features that will help the animal survive.

TEACHER SAY: After you finish making a plant out of play dough, think about the habitat it might survive in. What kind of habitat is our classroom garden? Is it hot and sunny? Is it dry or wet? Look at the stems of the plants we made. Think about what we learned yesterday.
Discuss the habitat of our classroom garden with your Shoulder Partner.

 **STUDENTS DO: Describe the habitat modeled by the classroom garden.**



TEACHER SAY:
Now that we know what the habitat is like in our classroom garden, what animal do you think would live in that habitat?
Draw a picture of it in your student book on page 74: My Animal.

 **STUDENTS DO:** Draw a picture of an animal that they choose. That animal should have features that help it live in the garden. (e. g. matching colors to hide, long legs to step over flowers, etc.).

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Remember, when we grow plants, we can create a garden. Today we made a model of a garden. What a beautiful garden we have! Let's invite visitors to see our garden.

TEACHER DO: Invite the head of school, other teacher or other classes to visit. You may also want to invite parents to stop by to see the garden as they pick up or bring students to school.

TEACHER SAY: Now it is time for us to clean our room so we can continue our work for the day. Then we can wash our hands again!

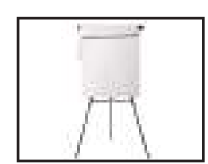
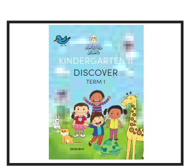
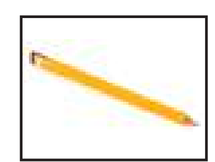
 **STUDENTS DO:** Put remaining play dough in a container and clean the room.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Compare different types of plants. • Describe plants as bigger or smaller.	• Habitat • Roots • Stem • Leaves • Water lily • Shrub

MATERIALS




Chart Paper or Board	Markers or Chalk	Student book	Pencil
			



Learn (90 mins)

Directions

1. Introduction: Use the start of the lesson to remind students of previous learning and to preview activities for the day.

TEACHER SAY: **Yesterday, we created a model of a classroom garden. Remember that our goal is to design a real garden for our schoolyard. Let's think back to our song about plant parts and what we have learned about what plants need. What will plants need to grow?**

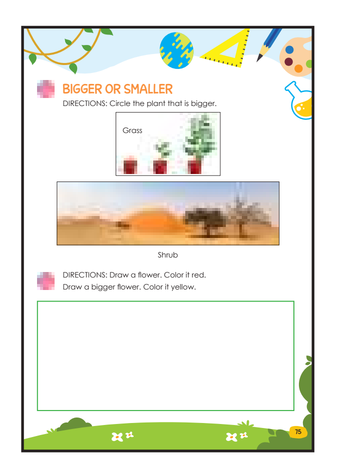


STUDENTS DO: Turn to **Shoulder Partner** and list the things plants will need to grow.

TEACHER SAY: **Plants need water, sunlight, soil and air. Small plants need these. Big plants need these. Today we will compare the size of types of plants.**

2. Comparing the size of objects should be familiar to students, but you may wish to review in more or less depth than outlined below.

TEACHER DO: Call a student to the front of the classroom. Stand beside them.



TEACHER SAY: **I am big. _________ (Name of student) is small.**
I am bigger than _________ (name of student).

TEACHER DO: Call up a student that is smaller than the first student.

TEACHER SAY: **(Name of student 1) is bigger than (Name of student 2). Thank you. You may sit down. We can use the words bigger and smaller to describe plants too.**

3. Instruct students to open to the student book page 75: Bigger or Smaller.

TEACHER SAY: **Open your student book to page 75: Bigger or Smaller. Follow along as I read the directions out loud.**

 **READ ALOUD:** Circle the plant that is bigger.

TEACHER SAY: Before we start, look at all of the plants on this page. What do you already notice about the plants? Tell your Shoulder Partner.

 **STUDENTS DO:** Share ideas with **Shoulder Partners**.

TEACHER SAY: Look at the two pictures shown The first is a drawing. The second is a picture- Which is bigger? Circle the bigger plant.

 **STUDENTS DO:** Students use a pencil to circle which plant is bigger.

4. TEACHER SAY: Now you will show that you know how to draw bigger and smaller plants! The directions say:

 **READ ALOUD:** Draw a flower. Color it red. Draw a bigger flower. Color it yellow.

TEACHER DO: Ensure that students understand the directions.

TEACHER SAY: How many flowers will you draw? Show me with your fingers.

 **STUDENTS DO:** Show two fingers and respond together: Two!

TEACHER SAY: What color will the first flower be?

 **STUDENTS DO:** Respond: Red!

TEACHER SAY: What color will your bigger flower be?

STUDENTS DO: Respond: Yellow!

TEACHER DO: Pass out crayons. Guide students who need help drawing a flower. As you walk around, encourage students to include details like leaves or roots to their drawing. You can also encourage students to count the petals, or leaves to promote more mathematical practice.

 **STUDENTS DO:** Create 2 drawings of flowers.

5. TEACHER SAY: Just like humans, plants can be different sizes and can live in different habitats. All plants have roots, stems, and leaves. I wonder, what is your favorite part of the plant?

TEACHER DO: After each statement below, allow students time to stand up to show their favorite. You may wish to allow students to review the entire song before moving on to the acting directions.

TEACHER SAY: I will ask you to stand up to show your favorite parts of a plant. Once you are standing, I will call on some of you to share why it is your favorite part. Stand up if your favorite part of the plant are the roots. Tell us why.
Stand up if your favorite part of the plant is the stem.
Stand up if your favorite part of the plant is the leaves.
Now, let's act out our favorite parts. Remember our song? Let's review.
For the roots, what should we do? (remind students of the root movement – squatting down to the ground)
For the stem, what should we do? (remind students of the stem movement – stretching our hands up high)
For the leaves, what should we do? (remind students of the leaf movement – holding our hands out at our sides)
NOW – when I say go, show me your favorite plant part! Go!

 **STUDENTS DO:** Stand when asked to indicate favorites and then act out their favorite plant part.

TEACHER DO: Use the hands up signal to get everyone quiet.

6. Closing: The closing is used daily to finish the day. Use this section to have students recap the

day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: We learned so much today! We looked at different types of plants and talked about habitats. We also talked about the different parts of plants. Tell your Shoulder Partner one type of plant you know that is big and one type of plant you know that is small.

 **STUDENTS DO:** Share ideas with **Shoulder Partners**.

Lesson 7 Overview

LEARNING OUTCOMES	LESSON PREPARATION FOR THE TEACHER
Students will: • Describe the properties of water using their senses. • Locate major sources of water on a map.	Have a watering can filled with water and an aluminum pan out of sight prior to the start of class.

MATERIALS

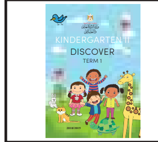
Chart Paper or Board



Markers or Chalk



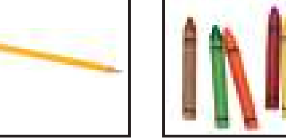
Student book



Pencil



Crayons



Watering can



aluminum pan, sink or bucket



World map or globe





Learn (90 mins)

Directions

1. Introduction: Use the start of class to engage students in the day's lesson. Open class by having students sit quietly with their eyes closed.

TEACHER SAY: **Close your eyes. Sit quietly. I want you to use your sense of hearing. Listen carefully. See if you can figure out what I have without looking.**

 STUDENTS DO: Sit quietly with eyes closed.

TEACHER DO: Pour the water from the watering can into the pan.

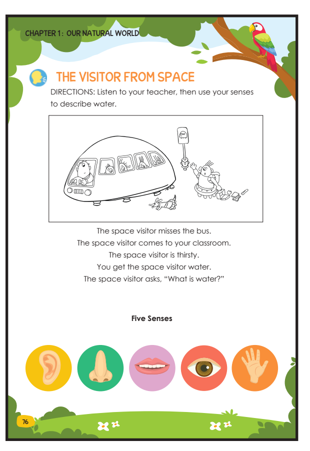
TEACHER SAY: **Raise your hand if you know that sound. (pause) Keep your eyes closed and Whisper into your hands what it was.**

 STUDENTS DO: Whisper their guess as to what the sound was.

TEACHER SAY: **Open your eyes! Did you guess water? Great listening! Give yourself a round of applause.**

2. Students will use their five senses to describe water. The story includes a picture of a visitor from space. Make sure to take the time to review this word and concept with students if they are unfamiliar with the idea of a space visitor from space.

TEACHER SAY: **We know that living things like plants and animals need water to survive. But what if you didn't know what water was? Could you describe it? Let's imagine. Turn to page 76: The Visitor From Space.**


CHAPTER 1 : OUR NATURAL WORLD

THE VISITOR FROM SPACE

DIRECTIONS: Listen to your teacher, then use your senses to describe water.

The space visitor misses the bus.
The space visitor comes to your classroom.
The space visitor is thirsty.
You get the space visitor water.
The space visitor asks, "What is water?"

Five Senses

76

 **STUDENTS DO:** Open to page 76: The Visitor From Space.

TEACHER SAY: Listen and follow along as I read the story.



READ ALOUD: The space visitor misses the bus.
The space visitor comes to your classroom.
The space visitor is thirsty.
You get the space visitor water.
The space visitor asks, "What is water?"

Note to Teacher: It is not expected for students to be able to read this story independently. By reading aloud, and having students follow along, they will begin to start to recognize some words.

TEACHER SAY: What if a space visitor from space came to our classroom and didn't know what water was? Let's use our 5 senses to help the visitor from space understand what water is. Can we count and name the 5 senses? Point to the pictures, say the words and hold up your finger to count!
Ready – 1: sight (point to the eye, hold up 1 finger).
2: taste (point to the mouth, hold up 2 fingers).
3: touch (point to the hand, hold up 3 fingers).
4: smell (point to the nose, hold up 4 fingers).
5: hearing (point to the ear, hold up 5 fingers).

 **STUDENTS DO:** Name the senses, point to the corresponding picture on the page and hold up fingers to count.

TEACHER SAY: Great job – now, let's Role Play!
Take turns with your Shoulder Partner being the visitor from space. Choose one person to be the visitor from space first. The visitor from space will ask, "What is water?" The other student will describe water using their sense of sight.

 **STUDENTS DO:** Respond by having one pretend to be an visitor from space and the other describing water using sight.

TEACHER SAY: Now switch roles. The new visitor from space will ask, "What is water?" This time the other student will describe water using their sense of taste.

 **STUDENTS DO:** Respond by having one pretend to be an visitor from space and the other describing how water tastes.

TEACHER DO: Continue to have students switch roles between being a student and being an visitor from space. Each time they switch they describe water using a different sense.

 **STUDENTS DO:** Use the images of the five senses to guide them in describing water to the visitor from space.

TEACHER SAY: Nice work describing water to the visitor from space. I bet the visitor from space can tell its friends all about water now!

3. TEACHER SAY: Already know so much about water. And you know that plants and animals need water to live. But do you know where water comes from?

TEACHER DO: Call on students with raised hands.

 **STUDENTS DO:** Respond with ideas of where water comes from. Answers may include, from rain, from the sink, from the ocean, from the river, etc.

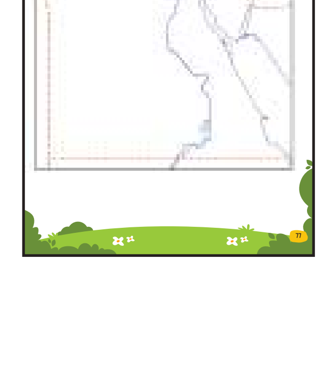
TEACHER SAY: Being able to get water is very important. People use water to drink, cook, and clean with. Farmers use it to water their plants or feed their animals. Let's look at a map to see if we can find water.

TEACHER DO: Show students the globe or large map of the world. You want students to focus on the blue parts of the water and identify what they think it is.

TEACHER SAY: What can you notice about our world by looking at the globe/map? What questions do you have?

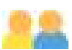
 **STUDENTS DO:** Responses will differ. Someone should say, "Most of it is blue."

TEACHER SAY: The blue part on our globe/map is water. Look at all the little lines and small areas of blue. Those are all water too.



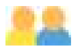
TEACHER DO: Allow time for students to explore and comment on what they see.

4. TEACHER SAY: Open your student book to page: 77 **Map of Egypt. This is Egypt. Point to a place where you see water on the map. Show your Shoulder Partner. If you know the name of the body of water, you can tell them that too!**

 **STUDENTS DO:** Point out either the Nile River, Red Sea, the Mediterranean Sea or Lake Nasser.

TEACHER DO: Hold up your student book, and point to the Nile River.

TEACHER SAY: This is the Nile River. Trace it with your finger. The Nile brings water to many parts of Egypt. People, plants and animals need that water to survive.

 **STUDENTS DO:** Trace the Nile river with their fingers.

TEACHER SAY: Now color in the Nile River with a blue crayon.

 **STUDENTS DO:** Color the Nile River blue.

TEACHER DO: Point to Lake Nasser.

TEACHER SAY: This is Lake Nasser. People go fishing at Lake Nasser. Color Lake Nasser blue.

 **STUDENTS DO:** Color Lake Nasser.

TEACHER DO: Point to the Mediterranean Sea and the Red Sea.

TEACHER SAY: The Mediterranean and Red Seas are big. Color both seas blue.

 **STUDENTS DO:** Color the Mediterranean and Red Seas.

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Let's look at our KWL Chart so we can add to our "Learned" column. Raise your hand if you want to share what you have learned.

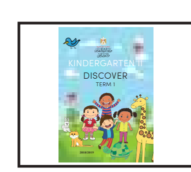
 **STUDENTS DO:** Respond when called on to add what they have learned about water.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Observe objects in the daytime sky. • Describe the Sun and its importance.	• Sun • Sky • Daytime

MATERIALS

Student book



Crayons







Learn (90 mins)

Directions

1. Introduction: Use the beginning of the lesson to reflect on previous learning and to excite students for new content.

TEACHER SAY: **We have been learning a lot about plants in the natural world. Another part of the natural world is the sky. Today we will study the sky during the day. We already know that birds fly in the sky. What else do you see in the sky? I will use Calling Sticks to find out what you know.**



STUDENTS DO: Respond with what they have seen in the sky when called upon.

TEACHER SAY: **Let's go outside and observe the sky during the day. Each of you will choose a place to sit outside in our schoolyard.**

2. TEACHER DO: Review safety rules and behavioral expectations for the schoolyard observation. Remind students that they should not look directly at the sun. Take students outside where they can see the sky, but also where there is sun.

Note to Teacher: To observe the sun and shadows, it is best to take students outside. If you are unable to bring students outside, you may show a video or use other digital resources to model the sun and shadows. Shadow play using a flashlight is modeled in the next lesson.



STUDENTS DO: Students will go outside and site in a designated area all together.

TEACHER SAY: **Let's look around us. Let's look at the sky. What do you see in the sky? Do you see clouds?**



STUDENTS DO: Offer ideas about what they see in the sky.

TEACHER SAY: **The sun is another natural object that is in the sky.**
One way to learn about something is to make observations with our senses. Let's use our senses to explore the sun. Do not look directly at the sun.

The sun is so powerful it can burn our eyes.
Turn to your Shoulder Partner. What senses can you use to describe the sun?

 **STUDENTS DO:** Students turn to discuss with their **Shoulder Partner**.

TEACHER SAYS: We have all seen pictures of the sun. What does the sun look like? Remember, it is not safe to look directly at the sun.

 **STUDENTS DO:** Students turn to discuss with their **Shoulder Partner**.

TEACHER SAYS: What does the sun feel like on your skin?

 **STUDENTS DO:** Students turn to discuss with their **Shoulder Partner**.

TEACHER SAYS: Can you smell or hear the sun it at all?

 **STUDENTS DO:** Students turn to discuss with their **Shoulder Partner**.

Note to Teacher: With many of these senses, students should notice that they cannot use their senses to observe the sun (for taste, smell, and sound). If for some reason they believe they are smelling or tasting their sunlight, take the moment to correct their thinking and point out what they may be smelling.

TEACHER SAY: We cannot smell, taste, or hear the sun. This is because the sun is actually very far away from us. The sun is in outer space, away from our planet. Even though it is so far away from us, it is still hot enough that we can feel it on our skin!

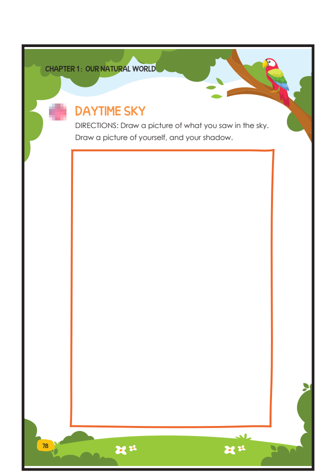
3. TEACHER DO: If you are sitting in the shade, have students stand up where they are in the sun and are creating a shadow.

TEACHER SAY: The sun provides us with light and warmth. Plants use sunlight to make their own food. Sometimes though, the light gets blocked by an object. Like right now! Your body blocks the sunlight and makes a shadow. Look at your shadow. See if you can make the shadow change by moving your body. Stand up and dance around to see what your shadow does!

 **STUDENTS DO:** Students dance in one spot to see what happens to their shadow.

TEACHER SAY: Can you move your body to make your shadow very small?

 **STUDENTS DO:** Students move their bodies and attempt to make the shadow small.



TEACHER SAY: Can you move your body to make your shadow very tall?

 **STUDENTS DO:** Students move their bodies and attempt to make their shadow tall.

4. TEACHER DO: Lead students safely back inside of the building so they can draw the sun, self, and shadow they have been observing.

TEACHER SAY: We have observed the sky during the day. We saw the sun. We saw clouds. Let's draw what we observed in the sky. Open your student book to page 78: Daytime Sky.

 **READ ALOUD:** Draw a picture of what you saw in the sky. Draw a picture of yourself, and your shadow.

TEACHER DO: Walk around and make sure students are open to the correct page in their student book.

 **STUDENTS DO:** Student draw themselves outside with the sun and clouds and their shadow.

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: You have created beautiful pictures of the daytime sky. I would like for you to

share your pictures with your Shoulder Partner. When you look at your friend's picture, please tell them one thing you like about their drawing.

 **STUDENTS DO:** Share artwork and tell a classmate one thing they like about their work.

TEACHER SAY: When we were outside, did you notice anything that would help plants grow? What in the sky might help plants grow? Tell your Shoulder Partner.

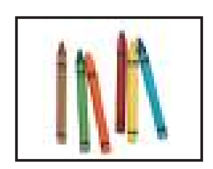
 **STUDENTS DO:** Share with their partner that they saw the sun, soil, etc.

TEACHER SAY: Thank you for being such good observers. I like how you share with each other. Tomorrow, we will talk more about shadows and where we find them in our schoolyard.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Observe shadows made with a flashlight. • Describe space/time relations such as up, down, behind, in front of, before, during after. • Decide where the best location of their school garden will be.	• Shadow

MATERIALS

Student book	Crayons	flashlight
		



Learn (90 mins)

Directions

1. Introduction: Use the beginning of class to reflect on previous learning and to preview topics for today's lesson.

TEACHER SAY:
Yesterday we went outside and observed the sun. We also noticed our shadows. What are some things you noticed about your shadows yesterday?

 **STUDENTS DO:** Share observations about shadows.

Note to Teacher: Allow students to share any observations. Encourage students to use descriptive language and think about how shadows change with movement or position. You will have time today to correct any misconceptions.

2. TEACHER SAY: Today we will explore more about the sun and shadows.

TEACHER DO: Demonstrate with a flashlight to show where a shadow would be. With the lights turned off, select a student to stand in the front of the room. Stand to the right of the student, and turn on the flashlight. Point out to students that her shadow is on her left side. She is between the light and her shadow.

TEACHER SAY: Pretend the flashlight is the sun. [Student's name] is standing in the sunlight. Where is her shadow? Point to it.

 **STUDENTS DO:** Point to the shadow on her left.

TEACHER SAY: Yes! I see the sun, [Student's name], and a shadow. Let's describe what we see. The "sun" is behind ______. The shadow is in front of _______. Repeat the sentences with me.

 **STUDENTS DO:** Repeat with the teacher.

TEACHER DO: Repeat with different students. Allow students to create various shapes with their bodies/hands. Emphasize that the "sun" is always behind the student and the shadow is always in front of the student.



STUDENTS DO: Participate in making shadow shapes. Describe the placement of the shadow and the "sun."

3. TEACHER SAY: Open your student book to page 79: Drawing My Shadow.

TEACHER DO: Turn to the same page in your student book and hold it up for all other students to observe. Read the directions for students.



READ ALOUD: Draw yourself in the middle of your page.
Look for the sun.
Where would your shadow be?
Draw your shadow.

TEACHER DO: Before students begin their own work, demonstrate how to draw yourself and your shadow.

TEACHER SAY: I am drawing myself in the middle of the page. The sun is on the right of the page. I am always between the sun and my shadow. I will draw my shadow on the left side of the page, the opposite side of the Sun.



STUDENTS DO: Students use crayons to draw themselves and the shadows they create.

TEACHER DO: Circulate around the room to make sure students are putting their shadow on the left of the page. When you see that students are done, use the hands up strategy to get their attention.

4. Remind students that the project goal is to design a garden for the school yard. Discuss the needs of plants and how we will need to make sure that our plants can get the sunlight they need.

TEACHER SAY: Now that we know that the sun helps create shadows, let's think about our schoolyard. Are there any objects that will create shadows? Talk with your Shoulder Partner.



STUDENTS DO: Discuss what might cause shadows.

TEACHER SAY: Remind me – what are the needs of a plant? Let's list them together. Plants need (pause for students to list soil, water, air and sunlight).



STUDENTS DO: Say that plants need soil, water, air and sunlight.

TEACHER SAY: Let's remember how the sun makes a shadow and be sure that our garden is not in front of any tall objects. Our plants need sunlight!

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Thank you for exploring more about shadows today. Share one thing you learned about shadows with your Shoulder Partner.



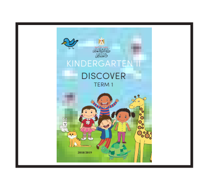
STUDENTS DO: Share with **Shoulder Partners**.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe the different objects in the sky. • Use big and small/near and far to describe the moon and stars. • Use a flashlight to model big/small and near/far.	• Night sky • Moon • Stars

MATERIALS

Student book



Crayons





Flashlight





Learn (90 mins)

Directions

1. Introduction: Begin class by reminding students of the observations they made of the sun and shadows the day before.

TEACHER SAY: **What do you remember about our shadows?**

 STUDENTS DO: Offer ideas and solutions.

2. TEACHER DO: Draw a human stick figure standing at the horizon on the board. Draw a sun on the right horizon. Ask students if they know what it is called when the Sun appears for the first time each day. Point to your drawing as you introduce the discussion.

TEACHER SAY: **This is me standing on the ground. At the beginning of the day, the sun comes up. What is this called?**

 STUDENTS DO: Offer the idea of "sunrise."

TEACHER DO: Write the word sunrise on the board. Prompt students to sound the word out with you. Draw a large arc from the sun, over your stick figure and toward the right end of the horizon. Explain to students that this is how the sun appears to move along our sky.

Note to teacher: Students at this age may think that the sun is moving, when in fact, the Earth is rotating around the sun. In Primary 1, students will investigate the movement of the Earth around the sun. For this discussion, focus on the difference between sunrise and sunset. Be sure to correct the misconception that the sun is moving by emphasizing that the sun "appears" to move in the sky.

TEACHER SAY: **Have you ever noticed that the sun is not in the same place in the sky throughout the day? The sun looks like it moves across our sky. At noon, it appears that the sun is high overhead.**

TEACHER DO: Draw a sun high over the stick person. Pause for student reaction and comments.

TEACHER DO: Draw a sun on the left horizon.

TEACHER SAY: At the end of the day, the sun dips beneath the horizon again. What is this called?



STUDENTS DO: Should offer the idea of "sunset."

TEACHER DO: Write the word sunset. on the board. Prompt students to sound the word out with you.

3. TEACHER DO: Connect the changing sky and sun to the sky at night time. Inform students that we are going to learn more about the night sky.

TEACHER SAY: The sun appears to change position in the sky throughout the day. Once the Sun sets, the sky continues to change. Today we will learn more about the night sky. Have you ever looked up at night? What do you see in the sky at night? Raise your hand if you have ideas.

TEACHER DO: Call on a few students with raised hands.



STUDENTS DO: Offer ideas about what they see in the night sky, hopefully mentioning stars and the moon.

4. TEACHER SAY: The night sky contains stars and the Moon. Let's look at some pictures and think like scientists. We will make observations of the Moon and stars.
Turn to page 80: Investigating the Night Sky.

TEACHER DO: Turn to the same page in your student book and hold it up for all other students to observe. Read the directions for students.



READ ALOUD: Look at the pictures. What shapes do you see? Trace the moon in each picture. How does it change?



STUDENTS DO: Students look at the night sky pictures and trace the moon.

5. TEACHER DO: Explain to students the difference between the Moon and stars. Draw a large Venn diagram on the board. On one side write stars, prompt the students to sound the word out with you.



STUDENTS DO: Students sound out the word 'stars'.

TEACHER SAY: Stars are bright hot shining objects just like our Sun. Our Sun is a star. Our Sun is a lot closer to us than any other star. When we look at all the other stars at night, they appear much smaller than they actually are because they are so far away.

TEACHER DO: Write hot, bright, shining in the section for 'stars' on the Venn diagram.

Note to Teacher: If you have access to a flashlight, it is useful to do a demonstration here. Use the flashlight, hold it close to the students then slowly walk away. Ask them what happens to the size of the light from the flashlight. Have students conclude that when objects are farther away they appear dimmer and smaller.

TEACHER SAY: The Moon is not a star. It is cool, looks white, and is a lot closer to us in space. It travels around the Earth. Here, let me demonstrate.

TEACHER DO: Call one student to the front of the class. Tell the student that he/she will be the Earth and you will be the Moon. Have the student stand still and look forward. Walk in a circle around the student. Tell the student to raise his hand each time he can see you and each time he cannot.

TEACHER SAY: We don't always see the Moon because sometimes the Moon is on the other side of the earth! Still the Moon is always circling around us.

TEACHER DO: Write cool, close, white under 'Moon' on the Venn diagram.



6. TEACHER SAY: **Even though the Moon and stars are very different, they still have some things in common. Turn to your Shoulder Partner. What do the stars and Moon have in common?**



STUDENTS DO: Respond with possible answers such as: they are visible at night, they are both round, they both give off light.

7. TEACHER SAY: **Turn to page 81: Drawing the Night Sky in your student book.**

TEACHER DO: Turn to the same page in your student book and hold it up for all students to observe. Read the directions for students.




READ ALOUD: Draw the night sky. Count the number of stars you draw. Write the number of stars.
We have crayons and paints to draw a picture of the night sky. Before we start, let's make some ideas. What colors will we need?

STUDENTS DO: Raise hands and offer ideas.

TEACHER SAY: **What color will we use for the background?**



STUDENTS DO: Raise hands and offer ideas. They should note that they will need a lot of black.

TEACHER SAY: **What color will we use for the Moon? What shapes could we use? How large will we make the Moon?**



STUDENTS DO: Raise hands and offer ideas. They should note that they will need white for the moon.

TEACHER SAY: **Look at the bottom of the page. It says I drew ____ stars. When you are finished drawing, count the number of stars you drew. Write the number in the blank.**



STUDENTS DO: Work independently on drawing or painting. Students count the number of stars they draw and write the number.

8. Closing: Conclude the day's lesson on the night sky by having the class participate in a group sing along of Twinkle Twinkle Little Star. Afterwards, ask them, how has their knowledge of stars changed after this lesson?

TEACHER SAY: **Let's sing a song about the night sky! I will sing first, then you will sing with me.**
"Twinkle twinkle little star.
How I wonder what you are.
Up above the sky so high
Like a diamond in the sky.
Twinkle twinkle little star.
How I wonder what you are."



STUDENTS DO: Sing the song along the teacher.

TEACHER SAY: **In the song, they wonder what a star is. Can you help them? Turn to your Shoulder Partner and explain what a star is.**

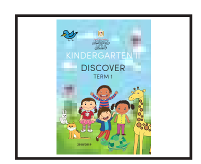
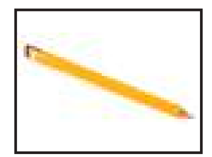


STUDENTS DO: Turn to **Shoulder Partner** and explain stars.

Lesson 11 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Distinguish between maps and pictures. • Analyze features of a map. • Use maps to solve riddles.	• Map • Location • Key

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Learn (90 mins)

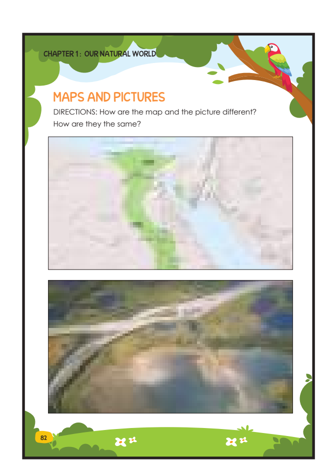
Directions

1. Introduction: Begin class by connecting to prior learning. Ask students what they have learned about the natural world thus far.

TEACHER SAY: We have learned many things about the natural world around us. Turn to your Shoulder Partner. Talk about what you have learned about our natural world so far.

 **STUDENTS DO:** Share learning with their **Shoulder Partners**.

2. TEACHER DO: Remind students that they will create a garden for the schoolyard. Students will make a map for this project. Begin by activating prior learning from their study of maps in KG1 and earlier in this chapter.



TEACHER SAY: We've learned about plants. We've even learned a little about maps. In this project, we will think about all we learned and create a map of the schoolyard. We will add a garden to our schoolyard. Before we can do this, we need to learn more about maps. Who can remind us, what is a map?

 **STUDENTS DO:** Raise their hands to answer questions.

TEACHER DO: Choose 2-3 students to respond. Have students turn to page 82: Maps and Pictures in their student books.

 **READ ALOUD:**
How are the map and the picture different? How are they the same?

TEACHER SAY: One of these images is a picture, one is a map. Both images are of the same place. Both are in Africa. One is taken with a camera and the other is drawn as a map. Can you point to the map? How do you know?

 **STUDENTS DO:** Point to the map.

Note to Teacher: Use this moment to check the understanding of students. See how many are correctly identifying the map. Some students may not have had this experience or do not remember, so it will be necessary to review the definition of a map.

TEACHER SAY: **People make maps. The map shows us locations. Sometimes the location is of a place in the world like this one. This one shows a large part of our world. Sometimes a map is of a city. It helps us find streets, schools and our friend's homes. We are going to make a map of our schoolyard. What should we think about if we are making a map?**

TEACHER DO: Allow think time and choose 3 or 4 students who have ideas.

 STUDENTS DO: Share their ideas.

3. TEACHER SAY: **We will work together to learn how to make a map. Right now, though, turn to your Shoulder Partner. You will compare and contrast the picture and the map. Comparing is when you note what things in each image are similar. Discuss what is similar between the picture and the map.**

 STUDENTS DO: Turn to Shoulder Partners and discuss similarities.

TEACHER DO: Choose students to share their ideas whole group.

 STUDENTS DO: Raise their hands to share their ideas.

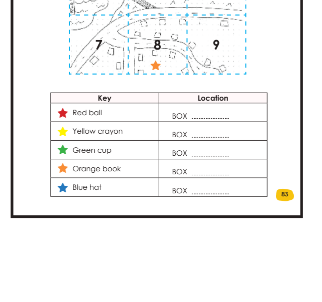
4. TEACHER SAY: **I see rivers on both the picture and the map. Do you see them too? Now let's find how the images are different. What is different between the picture and the map? Talk to your Shoulder Partner.**

 STUDENTS DO: Turn to Shoulder Partners and discuss differences.

TEACHER DO: Choose students to share their ideas whole group.

 STUDENTS DO: Raise their hands to share their ideas.

TEACHER SAY: **Yes, there are many differences!**



5. TEACHER SAY: **One way we use maps is to help find a location. The map in your student book on page 83: Practice with Maps, is a map of a neighborhood next to a school. The map is divided into squares. Count the squares with me.**

TEACHER DO: Place your finger on square one and prompt students to follow along with you. One at a time, count the number of squares.

 STUDENTS DO: Count squares on the map with the teacher.

TEACHER SAY: **Nine squares! Did you see, each square has a number written on it? This helps us to easily find the location of something in a map. Practice with me. Place your finger on square 2.**

 STUDENTS DO: Place finger on square of number two.

TEACHER SAY: **Place your finger on square 5.**

 STUDENTS DO: Place finger on square of number five.

TEACHER SAY: **Place your finger on square 3.**

 STUDENTS DO: Place finger on square of number three.

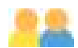
TEACHER SAY: **Place your finger on square six.**

 STUDENTS DO: Place finger on square of number six.

TEACHER SAY: What squares are next to square six?

 **STUDENTS DO:** Raise hands and offer ideas.

TEACHER SAY: How did you know those were next to six?

 **STUDENTS DO:** Respond with their own thinking.

TEACHER DO: As students offer answers, challenge them to explain their thinking by asking HOW they know that. Repeat this with the next few oral questions.

TEACHER SAY: What squares are next to square 1? How do you know?

 **STUDENTS DO:** Raise hands and offer ideas.

6. TEACHER SAY: Look at the map again. Let's see if we can find things on the map. The school is in boxes 1 and 2. Point to the school. It is a rectangle shape. Check with your Shoulder Partner that you both have found it.

 **STUDENTS DO:** Check with the **Shoulder Partners** to find the school on the map.

TEACHER DO: Point to the school.

TEACHER SAY: I see something that might be a road. Talk to your Shoulder Partner. Where do you see it? Why do you think it is a road?

 **STUDENTS DO:** Work with partners and share their ideas.

TEACHER DO: Choose students to share their ideas with the rest of the class.

Note to Teacher: Some students may have difficulty analyzing the map. As they work with other students and see examples you give, students will begin to make needed connections.

 **STUDENTS DO:** Students share their ideas, pointing and explaining their reasoning. If possible, they may identify by naming the box.

7. TEACHER SAY: Is there anything else you can identify on the map?

 **STUDENTS DO:** Students share their ideas whole group, explaining their reasoning and, if possible, identifying by naming the box.

8. TEACHER SAY: Now that you've found places on the map, there is a puzzle for you to complete. At the bottom of the page is something called, the Key. The key tells you a symbol for items you lost.
I will read the Key to you. You will write the number of the box where it can be found on the map.
I will demonstrate how to do this first.
I see in the Key it says the red star is the red ball.
I will look on the map for the red star. It is in box 1.
I will write the number "1" so it says, "Box 1" in the key.
Follow along with me.
First read the sentence with me.

 **STUDENTS DO:** Read "Red ball." Students find red star in box 1. Students write the number "1."

TEACHER DO: Allow time for students to find the star and write the number.

TEACHER SAY: Now I will read the second box. It says, "Yellow crayon." Find the yellow star on the map. Write the number of the box in the key.

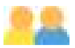
 **STUDENTS DO:** Read "Yellow crayon." Students find yellow star in box 1. Students write the number "1."

TEACHER DO: Continue with the last three instructions in the same manner. Allow time for students to complete each drawing.

 **STUDENTS DO:** Follow the directions, drawing in the boxes.

TEACHER DO: Allow time for students to complete their drawings.

9. TEACHER SAY: Another important purpose of maps is to help people give directions.
Has anyone over heard their parents give directions before?
Practice with giving simple directions.
Pretend your Shoulder Partner is a new student, give them directions on how to enter this classroom and find a seat.

 **STUDENTS DO:** Turn to **Shoulder Partner** and practice giving directions.

TEACHER SAY: What words did you use when giving directions?

 **STUDENTS DO:** Raise hands and offer ideas.

TEACHER DO: Write the words students use on the board. Key words to look for are besides, around, next to, behind, turn, forward, etc.

10. Closing: Use the end of the class to reflect on learning and to encourage sharing of ideas.

TEACHER SAY: Today we learned a lot about maps. Share two things you learned about maps with your Shoulder Partner.

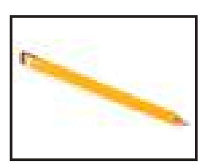
 **STUDENTS DO:** Discuss with **Shoulder Partners**.

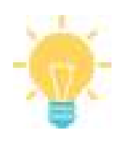
TEACHER SAY: Tomorrow we will make a map of our own schoolyard for our project. I am curious, who has some ideas of how we can make our own map?

Lesson 12 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Create a map of the schoolyard. • Include the area where students want to plan a garden.	• Map • Location	Before school begins, go outside and find a specific area of the playground that students can use to draw a map. Use stones, chairs, or other objects to mark off the area into 4 grids or boxes. If there is a dirt area, you can trace a line in the dirt. Ideally, locate an area where there are plants and possibly man-made objects. If students will not be able to go out into the schoolyard, you can choose to modify this activity, and the 3 lessons that follow, to create a map of the classroom. Alternatively, you may go into the schoolyard and take photos with your phone or camera and display them to students to create the mapping activity.

MATERIALS

Student book	Pencil	Crayons
		



Learn (90 mins)

Directions

1. Introduction: Connect learning back to the driving project for the chapter. Students are drawing a map of the schoolyard and proposing a design for a garden.

TEACHER SAY: **In this chapter we are going to design a garden. First, we need to draw a map of the schoolyard so we can figure out where to fit the garden. Yesterday we learned about maps. I am curious, what do you remember about maps?**

 STUDENTS DO: Raise hands and offer answers.

PRACTICE WITH MAPS

DIRECTIONS: Locate objects in the map.

2. TEACHER DO: Guide students to refer to Practice with Maps. Use the questions below to have students practice finding objects in the map.

TEACHER SAY: **Let's practice with maps before we draw our own.**
Turn back to Practice with Maps.
I will ask you to find an object on the map.
You will find the square it is located in.
Raise your hand holding up the number of fingers up for that square.
Where is the pond?

 STUDENTS DO: Raise hands with 4 fingers up.

TEACHER SAY: **Where is the path?**

 STUDENTS DO: Raise hands with 5 fingers up.

TEACHER SAY: Where is the parking lot?

 **STUDENTS DO:** Raise hands with 3 fingers up.

TEACHER SAY: Where is the school?

 **STUDENTS DO:** Raise hands with 1 or 2 fingers up.

TEACHER SAY: Sometimes objects are so big, they cover several portions of the map! On this map, the school is one object that is big.
Can you raise your hand and tell us another object that is so big it covers more than one square on the map?

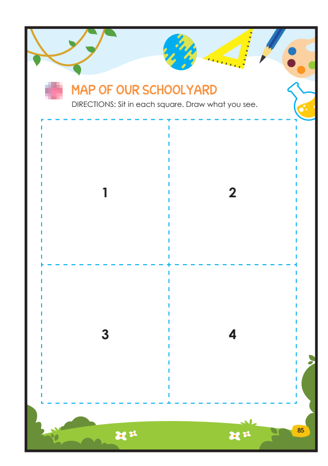
 **STUDENTS DO:** Raise hands and offer ideas (responses can be the woods, road or the neighborhood)

3. TEACHER DO: Inform students that you have marked off 4 areas in the schoolyard. Before you go out, review what you have learned about the schoolyard in previous lessons. If you cannot use the schoolyard, you may choose to show pictures that you have taken with your phone or camera, or you may choose to modify this activity to create a map of the classroom.

TEACHER SAY:
I have divided the schoolyard into squares (explain how).
We will sit in each square and draw what we see in that square for our map.
Think back to what we have learned about the schoolyard before.
What kinds of plants do you expect to see?

 **STUDENTS DO:** Raise hands and offer ideas (responses should be at least one of the different kinds of plants: grasses, shrubs, trees, and/or water plants).

4. TEACHER DO: Review behavioral expectations for students as they walk out to the schoolyard. Remind students that they will bring the student books outside and will need to bring something to write with. If you are not taking students outside, you will need to modify the instructions that follow.




TEACHER SAY: Turn to page 85 Map of Schoolyard, in your student book. This is where we will draw our schoolyard map.
Let's go outside and create our map!

Note to Teacher: Depending upon the size of the squares in your schoolyard and the number of students, you may want all students to sit in one square or divide students into two or four different groups. Direct each group to a specific square. Identify the square number and ask the students to show you the square on the map. Model for each group how to begin drawing.

 **STUDENTS DO:** Students start in the assigned square of the schoolyard. Students can stand or sit to draw what they observe.

TEACHER SAY: Before we start drawing, let's first note what we see in this square. What are the living and nonliving objects you see?
What plants do you see?
What animals do you see?

 **STUDENTS DO:** Students offer ideas and then when they are ready, begin drawing in their first box.

TEACHER DO: When students are ready, have them move to the next square. As teacher, move between groups. With each group, discuss what they see. Continue through all four squares. Repeat the process for each square.

TEACHER DO: When students are finished, lead them back inside.

5. TEACHER SAY: You just drew your first map!
You should feel proud of yourself!
Share your drawing with your Shoulder Partner. Do you both have similar items in the boxes? Do you need to add anything to your own drawing?

 **STUDENTS DO:** Discuss their maps with a **Shoulder Partner**.

6. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

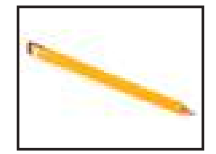
TEACHER SAY: Now that we have a map of the schoolyard, we can start to plan where to put the garden. Think carefully about what our garden, filled with plants, will need to survive.

Lesson 13 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Create a picture of the school garden using repeating geometric shapes (square, triangle, circle, rectangle). • Display artwork in classroom.	• Square • Triangle • Circle • Rectangle

MATERIALS




Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Learn (90 mins)

Directions

1. Introduction: Use the beginning of the lesson to recall previous learning and to excite students for today's lesson.

TEACHER SAY: **We have made a map of our schoolyard. Remember that we want to create a school garden. We will use the map tomorrow to help us decide where to put the garden. Today, we will think about the plan for the garden itself! Let's review what our plants will need – can anyone tell us the things plants need?**

 STUDENTS DO: Recall that plants need water, soil, sunlight and air.

TEACHER SAY: **When we plan our garden, we want to make sure that we have a plan to provide water, soil and sunlight for our plants. They will already have air because the garden will be outside!**

2. Students will be using geometric shapes to create various designs for a garden. Transition students to recall shapes that they may use in planning the garden.

TEACHER SAY: **In math, you have learned about different shapes. Let's play Shake It, Share It, High Five to review our shapes. When I say "go" I want you to stand up and walk around the room. When I say "stop" shake the hand of the person near you. Then I want you to share with your partner one shape you remember from math. Can you tell how many sides it has? Can you draw it in the air? Then when I say "go" again, I want you to give your partner a high five and walk around again. Ready? GO!**

 STUDENTS DO: Share what they remember about shapes.

TEACHER DO: Allow students time to share with 3 students before using the hands up strategy to get them back in their seats.



3. TEACHER DO: Instruct students to turn to page 86: My Garden Idea. Students will create a picture of a garden using shapes.

TEACHER SAY: I think you can use our shapes to plan a garden. You can combine shapes together to make a picture. Think of ways to show the plants. How will you show the water? How can you show the sunlight? How can you color the soil?

 **STUDENTS DO:** Design a garden idea using shapes.

TEACHER DO: Circulate as students work. Ask them to name the shapes they are using.

4. Students may now share their ideas using a **Gallery Walk**. Students will leave their drawings up on the desk/table. Students will then quietly circulate to look at others' work. Upon returning to their desks, students will reflect on what is similar and different amongst classmate's designs.

TEACHER SAY: Thank you for using shapes to create a design for our garden. We are now going to observe everyone's ideas. Leave your book open to your garden design. Stand up quietly and stand behind your seat. When I tell you to, circulate quietly and look at the other students' work. Think about what you see that is the same and what you see that is different.

TEACHER DO: Instruct students to move around the room. Use the hands up strategy to get students to return to their seats.

 **STUDENTS DO:** Quietly observe other art designs. Return to their desks as indicated by the teacher.

5. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: I am excited to see all of your designs. You have been so creative! Please share one thing you saw that was the same in someone's picture and one thing you observed that was different.

 **STUDENTS DO:** Exchange ideas.

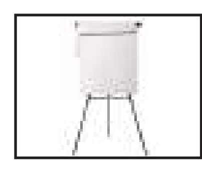
TEACHER SAY: Tomorrow you will get to be creative again. You will add to your garden design!

Lesson 14 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Create a plan for the garden. • Combine knowledge of plants, environment and mapping skills. • Collaborate and agree upon a final product.	• Design • Problem • Brainstorm • Plan

MATERIALS



Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Share (90 mins)

Directions

1. Introduction: Review what students have learned since the beginning of the class with the KWL Chart from lesson one.

TEACHER SAY: **We have learned so much in this chapter!**
Let's look back at what we said we knew and wanted to learn at the beginning of the chapter.

TEACHER DO: Point to the **KWL Chart** and read what students wanted to learn about.

TEACHER SAY: **Let's write what we have learned. I will use Calling Sticks to select students. If your name is called, tell me one thing that you have learned in this chapter.**

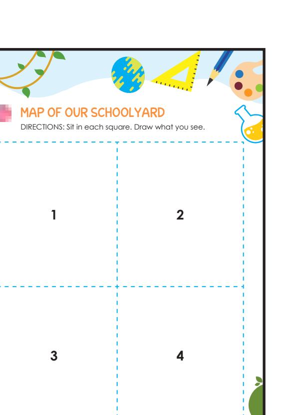
TEACHER DO: Use **Calling Sticks** to call students one at a time. Write student responses under the "learned" portion of the chart.

 STUDENTS DO: Recall learning from this chapter.

Note to teacher: Students will be working through a simplified version of an engineering design process. First, students define the problem. Second, they **Brainstorm** *ideas. Third, students create a plan. Usually, this is followed by students building or creating. In this project, students are not expected to actually build the garden, but will rather present their ideas. If you have access to materials at your school to create or build a version of the student gardens, this is a great optional extension.*

2. TEACHER SAY: **We have one part of the project left to complete. We have ideas about the garden design. We know what plants need to survive.**
We need to decide how to make the schoolyard garden the best for both people and the plants.
To do this, we will work together.
First, let's decide what the problem is.
We know that we are deciding how to make the schoolyard better by designing a garden. We have talked about the natural world around us. We have talked about what plants need to survive.
Now that we have a map of our schoolyard, let's think about how to create a plan for the garden.

3. Students should work in pairs or groups to design the schoolyard garden. Not everyone will agree, but it is important for students to work together to share ideas and collaborate on a solution. Modify the directions below to indicate working with **Shoulder Partners** or group members.



Note to Teacher: If you are assigning students a portion of a fictional schoolyard, prepare an image of the school and the surroundings and divide that image into sections.

TEACHER SAY: Look back at your map on page 85: Map of Our Schoolyard.
Think about what is on your map. Which square of the schoolyard do you think will be best for the garden?

TEACHER DO: Allow individual think time of about two to three minutes. Then tell students they can turn to their **Shoulder Partner** to work.

TEACHER SAY: Not everyone will agree on where to put the garden. It is okay to have different ideas. Each group will create a plan and we will present our plans to the school so they can decide what to do. Now, turn to your Shoulder Partner/group members to share your ideas. You will need to agree on one square to improve.



 **STUDENTS DO:** Take some individual think time. When the teacher signals, the students turn to **Shoulder Partners** and discuss which square of the map they want to improve.

4. TEACHER SAY: Is everyone ready to work together? Turn to the next page, Our Plan of your student book. You will work just like an engineer! I will read the directions to help you get started. Follow along with your finger as I read to you.

READ ALOUD:



Which square will you improve?
Write the square number under your drawing.
Let's stop there.
Do you see the blank that needs to be filled in? Write the number of the square you will improve on that line.

5. TEACHER DO: Introduce students to the next step of the engineering design process: **Brainstorming** ideas. Have students **Brainstorm** ideas for how they can improve the square of the schoolyard map they selected.

TEACHER SAY: The next thing we will do is Brainstorm ideas. Remember that Brainstorming is when we discuss our ideas. We listen to each other and we think about how we can decide together.
Let's Brainstorm ways you can improve the square of the schoolyard you selected and add a garden. As we learned, a garden can have many different natural items in it, animals, plants, and other natural nonliving things.
Turn to your Shoulder Partner. Brainstorm plants, animals, or natural items you could add to the area.

Note to Teacher: The purpose of **Brainstorms** *is to come up with as many ideas as possible. Students should not worry about whether the ideas are good or possible.* **Brainstorming** *is designed to build student creativity and excite students about the task at hand.*

 **STUDENTS DO:** Turn to **Shoulder Partner** and **Brainstorm** ideas.

TEACHER SAY: Raise your hands and tell me ideas you named.

TEACHER DO: Create a chart on the board that lists the ideas students have. You may wish to both write the names of ideas and/or draw a quick sketch.

TEACHER SAY: This is a great list. Are there any ideas that other groups had that you would like to include in your plan? Discuss with your partner.

 **STUDENTS DO:** Turn to **Shoulder Partner** and discuss ideas they may wish to include.

6. TEACHER DO: Guide students through identifying and using the next step of the engineering

and design process: forming a plan.

TEACHER SAY: **The next step is to form a plan. This is when we think about our Brainstormed ideas and decide on the best ideas. The best idea is one that will not only make the schoolyard garden better, but is also possible to do. Are there any of our ideas that are not possible? Why do you think they are not possible?**



STUDENTS DO: Students raise hands and offer ideas. Students should justify each statement with why they think it is impossible.

TEACHER DO: As students offer ideas and justify them properly, cross off the items on the board.

Note to Teacher: The purpose of this part of the lesson is to simply eliminate impossible options.



7. TEACHER DO: Have students return to page 82: Our Plan.

TEACHER SAY: **Now that you have a plan, you will draw it in the box.**

TEACHER DO: Point to the square.



STUDENTS DO: Students draw their ideas in the box.

TEACHER DO: Walk around the classroom, asking students about the details being added to the map. They should consider what type of garden, its location, and other things that may be added.

8. Closing: Use the closing of the lesson to reflect on learning.

TEACHER SAY: **Today you worked together to create a plan. What steps did we take? How well did you work with your partner? Think first and then raise your hand to share your thoughts.**



STUDENTS DO: Reflect on learning and on the ways they worked together. Share thoughts with the class.

Lesson 15 Overview

LEARNING OUTCOMES

Students will:

- Present the garden to peers.
- Demonstrate listening and thinking skills.

KEY VOCABULARY

- Design
- Engineer
- Problem
- Brainstorm
- Plan

LESSON PREPARATION FOR THE TEACHER

While the lesson is set up for students to present ideas to the class, an optional extension would be to invite the building supervisor, principal or other important adults at the school to listen to student presentations. Remember to allow students time to practice before other adults come for presentations, if applicable.

MATERIALS

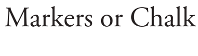
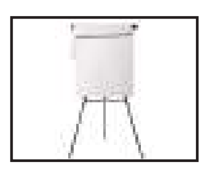
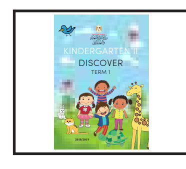
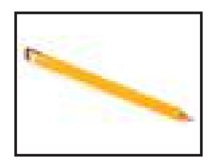



Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Share (90 mins)

Directions

1. Introduction: Use the beginning of the lesson to set expectations for the presentations of learning.

TEACHER SAY: **Today is a very special day! You have worked hard for many days to learn about our natural world and a way to use what you learned to create a garden area for our schoolyard. Today you will share your ideas respectfully. Let's review some of the ways we demonstrate respect in this classroom. What are some of your ideas on how to demonstrate respect during student presentations?**

 STUDENTS DO: Share ideas.

TEACHER DO: After students have responded with some ideas, you may wish to model appropriate presentation behaviors.

TEACHER SAY: **When we present, we stand up straight. Practice with me.**

 STUDENTS DO: Practice with the teacher.

TEACHER SAY: **We look at the audience. Practice with me.**

STUDENTS DO: Respond to the direction by looking straight ahead.

TEACHERS SAY: **We use a clear voice for everyone to hear. Practice with me by saying your name, loud and clear.**

 STUDENTS DO: Say their names loud and clear.

TEACHER SAY: **Who can tell us how to be a good listener?**

 STUDENTS DO: Share ideas.

TEACHER DO: Allow 3-4 students to share their ideas. Add other information as needed.

2. TEACHER DO: Promote a discussion about what needs to be shared. Each student is expected to share their map of the schoolyard as it currently is. Be sure that students show both page 80: Map of Our Schoolyard and page 82 Our Plan. Groups should explain their plan for improving the schoolyard and discuss how the garden they've designed will allow plants to get all of the things needed for survival. It may be helpful to create a simple checklist of the following directions so that students can have a reference during the presentation practice and deliver.

TEACHER SAY: **Let's make sure that everyone knows what to share in the presentation.**
First, share your map of the schoolyard. Take turns and describe what you observed and what you drew.
Next, share your plan for the garden. Take turns and talk about the plan, and share how you worked together.
Last, share how the plants (and animals if you included any) will get what they need to survive in your garden plan.

TEACHER DO: Allow students to practice and plan the presentations. After allowing time for planning, bring the students back together with the hands up strategy.



STUDENTS DO: Plan with a partner. Practice the presentation. Take turns. Model expected behaviors for speaking and listening.

TEACHER SAY: **Now that you have practiced with a partner, it is time to share your plan with the class.**

3. Decide on a method to allow all groups to share. Students may have difficulty paying attention to several presentations in a row. You may wish to break up the presentations by allowing students to get up and sing the plant song, or you may use other methods to allow students to expend energy. If you have invited adult guests to the presentations, encourage students to focus and thank guests for visiting and listening.



STUDENTS DO: After practicing with a partner, students take turns sharing with the class.

Note to Teacher: If there is not enough time for every student to share individually, have students share their work at their tables.

4. Closing: After the students have presented, encourage them to show appreciation for others.

TEACHER SAY: **When we all work together, we all learn together. Turn to your table partners and thank everyone for sharing and listening.**



STUDENTS DO: Thank fellow students for sharing and listening.

KINDERGARTEN II

Multidisciplinary

The World Around Me

Chapter 2

Our Man-Made World

Theme Overview

Our Man-Made World

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will distinguish between natural and man-made objects and investigate the difference between the natural world and man-made world.	3
Learn	As students learn about celebrations as part of our man-made world, they organize their own celebration and connect it the natural world through creating a garden.	9
Share	To share their work, students work collaboratively to create a 3D model of an improved garden, using both natural and man-made objects.	3

Life Skills Addressed

Our Man-Made World

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. **Problem Solving:** • Identify the problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team.
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others.
Learn to Be	**Self-management:** • Set clear goals. • Good time management. **Communication:** • Good listening. • Self-expression.

Connection to Issues



Environmental: We are responsible for the environment. We need to sustain the Earth. We are part of a community that takes care of our environment.

Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Demonstrate an understanding of spoken words, syllables, and letter sound relationships.
- Recognize that spoken words are represented in written language that follows rules.
- Demonstrate basic knowledge of each letter and its corresponding sound.
- With support, read emergent-reader texts with purpose and understanding.
- Read common, high-frequency words.
- Ask about key details with prompting and support.
- Use illustrations in a story to describe its characters, setting or events.
- Actively engage in group reading activities with purpose and understanding.
- With prompting and support, red and comprehend informational text appropriately complex for KG2.
- Use frequently occurring nouns and verbs.
- Understand and use question words.
- Sort common objects into categories.

WRITING:

- Write high-frequency words.
- Describe familiar people, places, and things with prompting and support.
- Recall information from experiences.
- Add drawings or visual displays to descriptions to provide additional details.

SPEAKING AND LISTENING:

- Express basic needs.
- Follow agreed-upon rules for discussions.
- Express thoughts, feeling and ideas clearly.

MATH:

- Count objects to tell how many there are.
- Count numbers up to 20, as a symbol, meaning, comparing, arranging.
- Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities, up to 20.
- Write numbers and represent quantities with a number, up to 20.
- Apply the understanding that each successive number name refers to a quantity that is one larger as they count.
- Understand the concepts of greater than, less than, and equal to.
- Compare two numbers between 1 and 20 presented as written numerals.
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, or verbal explanations, expressions or equations.
- Add and subtract with 20 using strategies such as: using objects or drawing to represent a problem; decomposing numbers into pairs in more than one way; finding the number that makes ten when added to any number 1-9
- Compare orally between length and weight and size using longer than/shorter than, heavier/lighter, bigger/smaller.
- Collect and classify data using objects and drawings (up to 20).

SCIENCE:

- Raise questions about the world around them.
- Design and make things with simple tools and a variety of materials.
- Identify parts of things and how one part connects to another.
- Investigate objects in the environment.
- Identify aspects of the environment that are made by humans (road, buildings, school) and those that are not made by humans (grass, trees, sand).
- Develop an understanding of the characteristics and scope of technology.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention and experimentation in problem solving.
- Develop the abilities to apply the design process.
- Develop the abilities to assess the impact of products and systems.

SOCIAL STUDIES:

- Describe important feasts (e.g., New Year's Eve, Biram, Fitr, Christmas).
- Produce examples of good behaviors in celebrating special occasions in the home, school and community.
- Describe the differences between self and others.
- Accept the differences between self and others.
- Describe the place and location of things using the phrases above/below, right/left, in front of/behind
- Describe places in the immediate environment using natural/physical and human-made features.
- Classify the means of transportation and how these means of transport may affect the environment (pollution, etc.)
- Explain the importance of the means of transportation (using drawings or verbal expressions).
- Demonstrate appropriate behavior when using different forms of transportation.
- Design a model of the means of transportation using materials from the surrounding environment.
- Identify and explain what the traffic lights and signs mean.
- Role Play following rules of traffic and transportation.

ART:

- Color pictures of things in the surrounding using painting software.
- Create a 2-dimensional representation of a 3-dimensional subject using lines and geometric shapes.
- Create 3-dimensional artwork using materials (e.g. paper, ceramics, clay, dough)
- Create artwork from own imagination.
- Produce unique artworks using materials from the surrounding environment.

MUSIC:

- Play instruments available in school.
- Sing the national anthem and theme-related song with others.
- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments.
- Respect the performances of classmates.
- Perform a show using position words (in front of, below, above, behind).

MEDIA:

- Interview a classmate in a radio broadcast.
- Cooperate with classmates in preparing a broadcast.
- List stories they have heard read aloud in the library.

ECONOMICS AND APPLIED SCIENCE:

- Explain the importance and benefits of breakfast.
- Prepare a variety of healthy sandwiches.
- Explain the importance of eating the three daily meals.
- Identify some correct and incorrect nutritional practices.

VOCATIONAL FIELDS:

- Match pictures of agricultural workers with their professions.
- Match pictures of agricultural tools with the professionals who use them.
- Explain the importance of various agricultural professions in the community.
- Maintain an appropriate appearance.
- Cooperate with classmates to cultivate plants in the classroom.
- Identify personal information need.
- Create and refine questions to meet an information need.

THE ICT INDICATORS:

- Use digital sources to find information.
- Identify rules for using different technologies, including usage ethics.
- Identify technology components, such as keyboard, monitor, mouse or keypad.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Be introduced to the final project. • Discover the difference between man-made and natural. • Explore the environment, identifying man-made objects.
2	DISCOVER: **Students will:** • Understand technology as a man-made tool. • Match tasks with technology that helps us accomplish them. • Analyze uses and definitions of technology..
3	DISCOVER: **Students will:** • Analyze photographs of jobs dealing with agriculture. • Identify man-made objects in photographs. • Compare jobs involved in making a garden.
4	LEARN: **Students will:** • Identify tools and their function. • Create a tool with recycled materials. • **Role Play** agricultural jobs.
5	LEARN: **Students will:** • Explore events as man-made celebrations. • Comprehend reasons for national holidays. • Organize a parade. • Practice playing and singing music of the holiday.
6	LEARN: **Students will:** • Graph favorite celebrations of classmates. • Develop rules for good behavior at a party. • Use graphing to organize and find out information.
7	LEARN: **Students will:** • Identify healthy food choices. • Organize clear directions for building a sandwich.
8	LEARN: **Students will:** • Develop rules for behavior in a garden. • Analyze safety precautions on roads. • Role play safety.
9	LEARN: **Students will:** • Describe important feasts. • Determine celebration for garden. • Create an invitation.

LESSON	INSTRUCTIONAL FOCUS
10	**LEARN: Students will:** • Solve story problems using math skills. • Draw detailed picture to correspond to text. • Order consecutive events.
11	**LEARN: Students will:** • Connect researching with finding information. • Identify information to answer questions. • Identify components of a computer.
12	**LEARN: Students will:** • Apply the engineering process to revise the garden. • Define a problem to solve. • Brainstorm solutions. • Create a plan.
13	**SHARE: Students will:** • Build a 3-D model of the garden. • Collaborate with another student to redesign the garden.
14	**SHARE: Students will:** • Complete 3-D Model. • Develop interview questions. • Create broadcast to share design.
15	**SHARE: Students will:** • Present the revised garden to peers. • Demonstrate listening and thinking skills.

Preparation

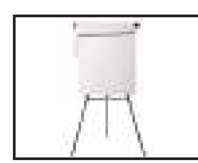
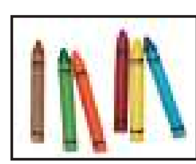
Over the course of this chapter, students will need recycled materials to create objects. This could include such things as cardboard, cardboard tubes, paper plates, straws, bottle tops, string, etc.

In this chapter, students will decide on a garden celebration they want to plan. If there is a national holiday approaching, you may choose to make this holiday the focus of that celebration. Alternately, you may want to allow students to choose another celebration or make up their own. Throughout this chapter, students will consider how to plan for a celebration and its expected behaviors.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Be introduced to the final project. • Discover the difference between man-made and natural. • Explore the environment, identifying man-made objects.	• Man-made • Natural • Characteristics	Students will be going outside to observe in the schoolyard. If weather or other logistics prevent this, you may have students observe through a window in the classroom. Modify the instructions as needed.

MATERIALS

Student book	Pencil	Chart Paper or Board	Markers or Chalk	Crayons
				



Discover (90 mins)

Directions

1. Introduction: Review the major ideas of the previous chapter, The Natural World, and introduce this chapter's major idea: The Man-Made World.

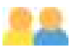
TEACHER SAY: In the last chapter, we learned about the natural world. We learned that the natural world is made up of living and nonliving objects.
How do you know if something is living or nonliving? Turn and talk to your Shoulder Partner.

 **STUDENTS DO:** Turn to a **Shoulder Partner** to discuss answers.

TEACHER SAY: Identify three objects in this classroom that are nonliving. Explain how you know.

 **STUDENTS DO:** Turn to a **Shoulder Partner** and discuss answers.

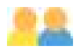
TEACHER SAY: Identify three objects in this classroom that are living. Explain how you know.

 **STUDENTS DO:** Turn to a **Shoulder Partner** and discuss answers.

2. TEACHER DO: Explain that we can also classify objects by naturally occurring and man-made. Write "natural" on one side of the board. Write "man-made" on the other side of the board.

TEACHER SAY: We have learned that when we look at the world around us, we can classify objects by whether they are living or nonliving.
With living objects, we observe the object and ask: "is it moving, does it grow, does it need food and water to survive?"
When we classify something, we first observe. We think. We may talk about what we already know, and we then make a decision about the type of object it is.
Earlier, you classified objects as living or nonliving. There is another way we can classify objects around us: natural and man-made.

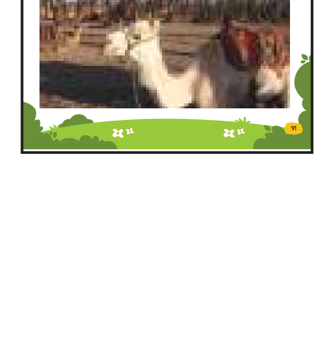
We will investigate all the things in the world around us that are man-made. What do you think the term "man-made" means?

 STUDENTS DO: Raise hands and offer ideas.

3. TEACHER SAY: **What do you think the word "natural" means? Have you ever heard this word before?**

 STUDENTS DO: Raise hands and offer ideas.

Note to Teacher: At this point you are just getting students to predict what the right answer might be. Encourage students to try to form an explanation and verbally note that it is okay if they are wrong at the moment, they are just exploring. You can correct misconceptions later in the lesson.



4. TEACHER DO: Direct students to the first page, Natural or Man-Made in their student book. Review the directions on the page. Students will circle naturally occurring objects and draw a square around man-made objects.

TEACHER SAY: **Let's explore more about man-made versus natural objects. On page 91, Natural or Man-Made you will see several pictures. The directions say:**

 READ ALOUD: Circle natural objects. Draw a square around man-made objects.

Let's start with some think time when everyone gets to work on this page alone. We will compare our answers in a few minutes.

 STUDENTS DO: Identify natural and man-made objects.

TEACHER DO: Walk around the classroom observing student work. Ask guiding questions as needed. You may choose to conduct this activity as a class to support your students, but allowing them to work independently will provide a pre-assessment in terms of student thinking.

TEACHER SAY: **What natural objects did you find? Share them with your Shoulder Partner. Talk about why you think the objects you circled are natural.**

 STUDENTS DO: Talk to **Shoulder Partners** about which objects they circled and why.

TEACHER DO: Use **Calling Sticks** to choose a few students to share what they circled and why.

TEACHER SAY: **Count how many natural objects you circled.**

 STUDENTS DO: Raise hands and offer counts.

TEACHER SAY: **What man-made objects did you find? Share them with your Shoulder Partner. If you disagreed on whether to draw a circle or square something, talk about why you made your decision.**

 STUDENTS DO: Talk to **Shoulder Partners** about which objects they squared and why.

TEACHER DO: Use **Calling Sticks** to choose a few students to share what they circled and why.

TEACHER SAY: **Count how many man-made objects you drew a square around.**

 STUDENTS DO: Raise hands and offer counts.

5. TEACHER DO: Explain the difference between man-made and natural and write it beneath the categories on the board. Ask students to name natural and man-made objects in the classroom and write those object names beneath the two categories on the board.

TEACHER SAY: **We call something man-made when it must be created by a human in order to exist. What are some objects in the room that humans made?**

 STUDENTS DO: Raise hands and offer ideas.

TEACHER DO: Write the words on the board.

TEACHER SAY: We call something natural if the object exists without humans creating it. What are some objects in the room that nature made?



STUDENTS DO: Raise hands and offer ideas.

TEACHER DO: Write the words on the board.

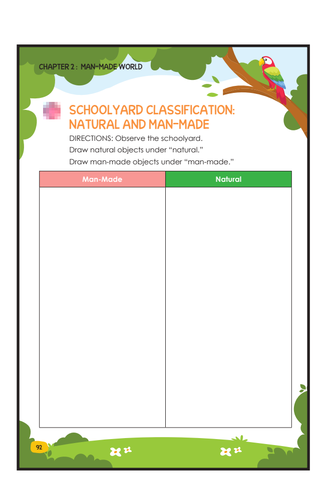
TEACHER DO: Return to page 91 Natural or Man-Made. Share ideas using **Think Aloud**, explaining your reasoning as you make your choices.

TEACHER SAY: I shared some of my thinking, if you need to make any changes to your work, do that now.



STUDENTS DO: Students follow teacher's explanations, making any needed changes to their original ideas.

6. TEACHER DO: Take students outside on another walk of the schoolyard and have students observe and draw naturally occurring and man-made objects in the schoolyard. Students may use Schoolyard Classification page to simply create a list or drawings of objects shown in the video or images.





TEACHER SAY: Let's think back to our project for the last chapter. We thought of ways to improve our schoolyard. We designed a garden.
Today, we will visit the schoolyard again.
Turn to page 92 of your student book, Schoolyard Classification. Let's read the directions so that we know what to do.



READ ALOUD: Observe the schoolyard. Draw natural objects under "natural." Draw man-made objects under "man-made."

TEACHER DO: Point out the words "man-made" and "natural" on the page. Have students repeat the words while they point to them. Review safety rules and behavioral expectations for the nature walk.



STUDENTS DO: Choose a place to sit in the schoolyard to observe and draw natural and man-made objects on Schoolyard Classification in the student book.

TEACHER DO: When ready, lead students back to the classroom.

7. TEACHER DO: Review student findings from outside. Write the objects students name under the "natural" and "man-made" categories on the board.

TEACHER SAY: Can you name the man-made objects you found? How do you know the objects are man-made?



STUDENTS DO: Raise hands and offer ideas. If students do not offer why they think it is man-made, gently ask them to explain their thinking.

TEACHER SAY: Can you name the natural objects you found? How do you know something is natural?



STUDENTS DO: Raise hands and offer ideas. If students do not offer why they think an object is natural, prompt them to explain their thinking.

8. TEACHER DO: Ask students to predict what would the schoolyard be like without the natural and man-made objects. Ask each of these questions one at a time and allow students to discuss.

TEACHER SAY: What would the schoolyard be like without (one of the natural objects written on the board)? Turn to your Shoulder Partner. Explain what you imagine it would be like.



STUDENTS DO: Turn to **Shoulder Partner**. If students struggle, ask leading questions such as: Would it be better? Why? Would there be more sunshine? Less?

TEACHER SAY: What would the schoolyard be like without (one of the man-made objects on the board)?



STUDENTS DO: Turn to **Shoulder Partner**. Continue to support students where needed.

TEACHER SAY: Would the schoolyard be better with more man-made objects?



STUDENTS DO: Turn to a **Shoulder Partner**. Continue to support students where needed.

TEACHER SAY: Would the schoolyard be better with more natural objects?



STUDENTS DO: Turn to a **Shoulder Partner**. Continue to support students where needed.

9. Closing: Note that students have learned a new way to think about the schoolyard, categorizing things as natural and man-made! Introduce students to the driving project for this chapter.

TEACHER SAY: We have learned a new way to look at our schoolyard! Just like we can classify using living and nonliving, we can classify objects as natural or man-made. In this chapter we will think back to the garden that we designed in our first chapter. We are going to get our garden ready for a feast and celebration! I wonder… what kind of man-made things will we need to add to our garden to get ready for our celebration?
Turn to your Shoulder Partner. What kinds of man-made things do you think we will need?

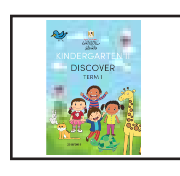
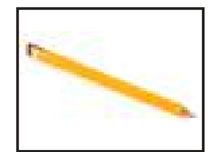
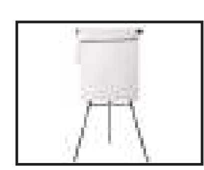


STUDENTS DO: Turn to a **Shoulder Partner** to discuss.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Understand technology as a man-made tool. • Match tasks with technology that helps us accomplish them. • Analyze uses and definitions of technology.	• Technology • Process • Systems • Object

MATERIALS

Student book	Pencil	Chart Paper or Board	Markers or Chalk	Crayons
				



Discover (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Yesterday we learned that we are going to get our gardens ready for a feast and celebration! Over the next few weeks, we will learn all about ways that we can make man-made objects and use them in events like celebrations.

2. TEACHER DO: Create a **KWL Chart** for the chapter project. This chart will be displayed in the room for the remainder of the chapter and be useful for you to reference back each time they learn something new.

TEACHER SAY: First, let's think about what we already know to help us get our garden ready for a celebration. Can you raise your hand and tell us what you know about celebrations?



STUDENTS DO: Raise hands. Select 3-4 students to offer what they already know about celebrations.

TEACHER DO: Write students' ideas under "Know."

TEACHER SAY: Can you raise your hand and tell us what you want to learn about celebrations in this chapter?



STUDENTS DO: Raise hands. Select 3-4 students to offer what they want to learn about celebrations.

TEACHER DO: Write students' ideas under "Want."

TEACHER SAY: Let's think about how to get our garden ready for a party. We have learned about the tools we use in gardens. What tools do you know about that we might be able to use

to help get our garden ready for a celebration?

 STUDENTS DO: Raise hands. Select 3-4 students to offer what they already know about tools.

TEACHER DO: Write students' ideas under "Know."

TEACHER SAY: **When you think about garden tools, what are you curious about? What do you want to know?**

 STUDENTS DO: Raise hands. Select 3-4 students to offer what they want to learn.

TEACHER DO: Write students' ideas under "Want."

TEACHER SAY: **Is there anything else you want to learn to get our gardens ready for a celebration?**

 STUDENTS DO: Raise hands. Select 3-4 students to offer what they want to learn.

3. TEACHER DO: For the next part of the lesson, students will participate in an inquiry activity in which they discover what "technology" is. Begin by first having students give their initial ideas of what makes up "technology."

TEACHER SAY: **If I look over our chart, I am impressed by what you already know! I am also excited about what you want to learn. Remember, as our final project, we are going to get our gardens ready for a celebration. We will work in the garden. Tools will help us do our work. Do you think most tools are natural or man-made? Share your ideas with your Shoulder Partner.**

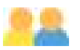
 STUDENTS DO: Turn to a **Shoulder Partner** to discuss.

TEACHER DO: Use **Calling Sticks** to choose a few students to answer the question.

TEACHER SAY: **Although we could pick up a natural stick and dig with it, most of the tools we use, we make for a specific reason. Now we are going to learn a new, important word. Are you ready? The word is "technology." Can you repeat that after me? Technology.**

 STUDENTS DO: Repeat the word "technology."

TEACHER SAY: **We can think of many man-made tools as "technology." Have you ever heard the word technology before? I am curious, what do you think technology is? Can you raise your hand and tell me the name of an object that is an example of "technology?"**

 STUDENTS DO: Raise hands, take 3-4 student ideas

TEACHER SAY: **Turn to your Shoulder Partner and describe technology.**

 STUDENTS DO: Turn to **Shoulder Partner** and offer ideas of the definition for technology.

Note to Teacher: At this point, you are not defining technology for students. Rather you are trying to get them to voice their initial ideas, which likely have a lot of misconceptions in them. Do not point out errors in their thinking quite yet. Allow students to discover new ideas throughout the lesson and revisit incorrect statements made at this time during the closing.

TEACHER SAY: **I am going to say sentences about technology. If you think they are true, stand up. If you think they are false, stay seated.**
Technology uses electricity. Stand up if you think this is true.

STUDENTS DO: Some stand and some sit to express their votes.

TEACHER SAY: **Let me count how many people think this is true. Count with me.**

TEACHER DO: Students count along with you as you count the number of students standing in

the room. Point to each student one at a time while you count them. State the number of students standing.

Note to Teacher: It is ok if students are not able to count high enough to count all the students. They can count up as high as they are able to, and then listen as you continue to count.

TEACHER SAY: **Okay you may all be seated. Let me try another sentence. Technology uses screens or keyboards. Stand up if you think this is true.**


STUDENTS DO: Some stand and some sit to express their votes.

TEACHER SAY: **Let me count how many people think this is true. Count with me.**

TEACHER DO: Students count along with you as you count the number of students standing in the room. Point to the students one at a time while you count them. State the number of students standing.

TEACHER SAY: **You may all be seated. Let me try another sentence. Everyone uses technology every day. Stand up if you think this is true.**


STUDENTS DO: Some stand and some sit to express their votes.

TEACHER SAY: **Let me count how many people think this is true. Count with me.**

TEACHER DO: Students count along with you as you count the number of students standing in the room. Point to the students one at a time while you count them.

4. TEACHER DO: Define technology and revisit the first three statements students responded to about technology. Point out that technology does not require the use of electricity or power. An example of technology can be any object, system or process that helps humans achieve a task. Technology can be simple, like a broom and dustpan or a chalkboard, or more complex like a vacuum cleaner or computer.

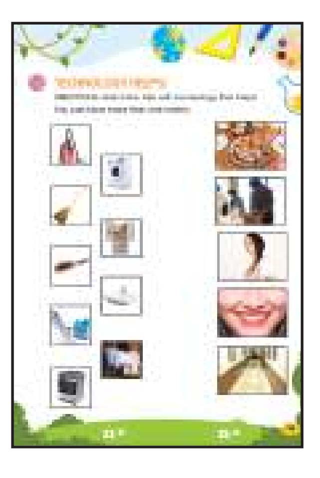
TEACHER SAY: **Technology is anything that people create that helps us achieve a task. Tasks are like jobs or work. What tasks do you do every day? What tasks do other people do every day? Think first and then talk to your Shoulder Partner.**


STUDENTS DO: Think and discuss with a partner. Possible task ideas might include chores, getting ready for school, cleaning the house, doing laundry, etc.

TEACHER SAY: **Can you think of an example of something people have created to help you do one of these tasks? Think first and then talk to your Shoulder Partner.**


STUDENTS DO: Think and discuss with a partner. Technology examples might include a vacuum cleaner, a broom, washing machine, clothesline, etc.

TEACHER SAY: **Think about the examples of technology. Some technology is simple, like this chalkboard, a broom or even this simple pencil. Some technology is much more complex like a cellular phone or a computer.**



5. TEACHER DO: Instruct students to open the student book to page 93: Technology Helps! Students will match tasks with the technologies that help achieve the task. There may be more than one match. Encourage students to discuss their choices and explain their thinking.

TEACHER SAY: **Open to page 93 called Technology Helps! Look at all of the pictures on the page. On one side of the page, you can see people doing tasks. On the other side of the page you can see examples of technology.**


READ ALOUD:
Match the task with the technology that helps. You can have more than one match.
Work with your **Shoulder Partner** and draw lines to show matches. You may have different ideas, and that is okay.

 **STUDENTS DO:** Complete the activity. Discuss with partners.

6. Bring the class back together and revisit the statements from earlier in the lesson.

TEACHER SAY: I am going to ask you the same three questions I asked at the beginning of class. Let's see how our knowledge of technology has changed.
I am going to say sentences about technology. If you think they are true, stand up. If you think they are false, stay seated.
Technology always uses electricity. Stand up if you think this is true.

 **STUDENTS DO:** Some stand and some sit to express their vote.

TEACHER SAY: Raise your hand if you have an idea about what is correct/true.

TEACHER DO: Call on a few students to share ideas. Technology does not require electricity. Students should refer to the examples of a broom or a toothbrush.

 **STUDENTS DO:** Explain thinking. Use examples.

TEACHER SAY: You may all be seated. Let me try another sentence. Technology always uses screens or keyboards. Stand up if you think this is true.

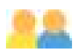
 **STUDENTS DO:** Some stand and some sit to express their votes.

TEACHER SAY: Raise your hand if you have an idea about what is correct/true.

TEACHER DO: Call on a few students to share ideas. Technology does not require a screen or a keyboard. Students can refer to examples of various machines, etc.

 **STUDENTS DO:** Explain thinking. Use examples.

TEACHER SAY: You may all be seated. Let me try the last sentence. Everyone uses technology every day. Stand up if you think this is true.

 **STUDENTS DO:** Some stand and some sit to express their votes.

TEACHER SAY: Raise your hand if you have an idea about what is correct/true.

TEACHER DO: Call on a few students to share ideas. Students will likely say that everyone does indeed use technology every day. Push them to think of examples where that may not be true.

 **STUDENTS DO:** Explain thinking. Use examples.

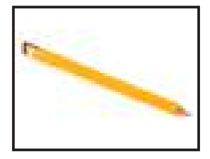
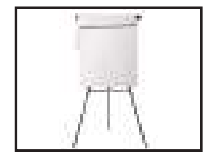
7. Closing: Connect technology back to the driving project for the Chapter and hint at what students will learn tomorrow.

TEACHER SAY: Today, we have learned about technology. Technology is a term for man-made objects that help humans do something. Today we talked about technology in general. Tomorrow we will learn about specific technology that can help us look after our garden for the celebration.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Analyze photographs of jobs dealing with agriculture. • Identify man-made objects in photographs. • Compare jobs involved in making a garden.	• Gardener • Designer • Builder

MATERIALS

Pencil	Crayons	Chart Paper or Board	Markers or Chalk	Student book	Recycled materials to build a small bridge: straws or sticks from outside
					



Discover (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: **Yesterday we learned about technology. Technology is anything man-made that helps humans achieve a task. Can you identify different examples of technology in our classroom? Look around and raise your hand when you see an example of technology in our classroom. (pause until many hands are up). When I call on you to share, name the technology example. If you don't know what it is called, walk over to point to it. After a student names an example, stand up if you have an idea about what task the example technology helps us with. I will call on people who are quietly standing.**



STUDENTS DO: Observe technology in the classroom. Add on to other students' examples by suggesting a task each example of technology helps us with.

TEACHER DO: Allow several rounds of this interaction. Allowing students to build on each others' thinking is a good discussion skill.

2. TEACHER SAY: **Thank you for observing so many different examples of technology inside our classroom. We use many forms of technology to help us learn, count, play, draw, create music, etc. What about the kinds of technology that are used outside? There are many technologies and jobs that help keep a garden healthy and beautiful. Today we will learn about jobs and tools that will help us keep our garden healthy for a celebration.**

TEACHER DO: Begin by prompting students to make a prediction. Pause after each question for students to think quietly.

TEACHER SAY: **First let's predict. What do you think it's like working in gardens? Imagine in your mind. Quietly get a picture in your head.**

If you worked with a garden, what tasks would you do?
What tools would you use?
Where would you work?
Do you have your pictures in your head? Did you use your imagination?
Great – now, turn to page 94, My Imagination of your student book.

TEACHER DO: Turn to page 94, My Imagination, of the student book and hold it up for students to view as they look through their own student book. As you read the directions, pause between each step. Restate the question as needed, such as, "What do you think you do when working in the garden?"



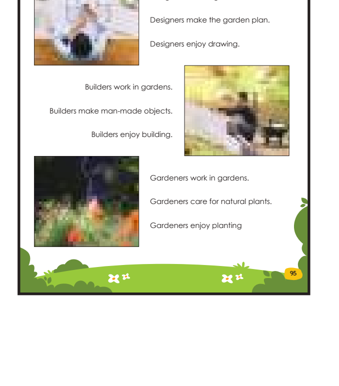
READ ALOUD: Directions: What is it like to work in a garden? What tools would you use?
What tasks would you do?
Draw someone working in a garden below.
Draw their tools.
Include the background.

TEACHER SAY: Use your pencil and crayons to draw your idea below the directions.



STUDENTS DO: Use their imagination and illustrate a scene of working in a garden.

TEACHER SAY: Just like yesterday, we will see how our ideas change and grow. We will learn more about the jobs in a garden. We will see how our first ideas are similar and different from the real jobs of people who work with gardens.



3. TEACHER DO: Guide students through a guided reading experience with the student book page 88, Tending a Garden. These pages tell the story of different jobs that work in gardens. Have students follow along as you read, using their fingers to point to the words.

TEACHER SAY: Turn to page 95, Tending a Garden of your student book.

TEACHER DO: Turn to page 95, Tending a Garden of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: We are going to read about the jobs of people who work with gardens. I will start by reading each sentence. I will put my finger on each word I am saying. Follow along with your finger as I am reading.



READ ALOUD: Designers work in gardens.
Designers make the garden plan.
Designers enjoy drawing.



STUDENTS DO: Follow words on the page as the teacher reads aloud.

TEACHER SAY: Let's practice reading this section together. I will start back at the beginning. I will read each sentence. I will point to the words as I read them. Then, we will go back to the beginning of the sentence and repeat it again.

Note to Teacher: At this point in the year, students should recognize some high frequency words, but not all students may be ready to read aloud with you. If this is the case, modify this part of the lesson to fit the needs of your students. Point out the sentence structure and the key vocabulary terms.



READ ALOUD: Designers work in gardens.

TEACHER SAY: Read with me.



STUDENTS DO: Read sentence aloud with teacher.



READ ALOUD: Designers make the garden plan.

TEACHER SAY: Read with me.



STUDENTS DO: Read sentence aloud with teacher.



READ ALOUD: Designers enjoy drawing.

TEACHER SAY: Read with me.

 **STUDENTS DO:** Read sentence aloud with teacher.

TEACHER SAY: We just learned about a designer. Turn to your Shoulder Partner. Describe what a designer does with a garden.

 **STUDENTS DO:** Turn to partner to describe the role of a designer in a garden.

TEACHER DO: Point to the picture of the designer.

TEACHER SAY: What man-made tools do you see the designer using?

TEACHER DO: Select 2-3 students to share observations.

 **STUDENTS DO:** Raise hands and share their ideas.

TEACHER SAY: Designers do the work of planning out a garden. They draw and plan the garden. Designers aren't the only ones who work in gardens though! Let's learn about builders. I will start by reading each sentence for builders. I will put my finger on each word I am saying. Follow along with your finger as I am speaking.

 **READ ALOUD:** Builders work in gardens.
Builders make man-made objects.
Builders enjoy building.

 **STUDENTS DO:** Follow words on the page as the teacher reads aloud.

TEACHER SAY: Let's practice reading this section together. I will start back at the beginning. I will read each sentence. I will point to the words as I read them. Then, we will go back to the beginning of the sentence and read them again.

 **READ ALOUD:** Builders work in gardens.

TEACHER SAY: Read with me.

STUDENTS DO: Read sentence aloud with teacher.

READ ALOUD: Builders make man-made objects.

TEACHER SAY: Read with me.

STUDENTS DO: Read sentence aloud with teacher.

READ ALOUD: Builders enjoy building.

TEACHER SAY: Read with me.

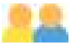
 **STUDENTS DO:** Read sentence aloud with teacher.

TEACHER SAY: We just learned about a builder. Turn to your Shoulder Partner. Describe what a builder does with a garden.

 **STUDENTS DO:** Turn to partner to describe the role of a builder in a garden.

TEACHER DO: Point to the picture of the builder.

TEACHER SAY: How can the picture help us know about the builder's job?

 **STUDENTS DO:** Raise hands and share their ideas.

TEACHER SAY: We use the illustration to help us understand the reading. What man-made tools do you see the builder using?

TEACHER DO: Select 2-3 students to share observations.

 **STUDENTS DO:** Raise hands and share their ideas.

TEACHER SAY: Builders create the man-made objects in the garden! Now let's read about gardeners. I will start by reading each sentence for gardeners. I will put my finger on each word I am saying. Follow along with your finger as I am speaking.

 **READ ALOUD:** Gardeners work in gardens.
Gardeners care for natural plants.
Gardeners enjoy planting.

 **STUDENTS DO:** Follow words on the page as the teacher reads aloud.

TEACHER SAY: Let's practice reading this section together. I will start back at the beginning, and point to the words as I read them. Then, we will go back to the beginning of the sentence and read them again.

 **READ ALOUD:** Gardeners work in gardens.

TEACHER SAY: Read with me.

 **STUDENTS DO:** Read sentence aloud with teacher..

 **READ ALOUD:** Gardeners care for natural objects.

TEACHER SAY: Read with me.

 **STUDENTS DO:** Read sentence aloud with teacher.

 **READ ALOUD:** Gardeners care for natural objects.

TEACHER SAY: Read with me.

 **STUDENTS DO:** Read sentence aloud with teacher.

TEACHER SAY: We just learned about a gardener. Turn to your Shoulder Partner. Describe what a gardener does with a garden.

 **STUDENTS DO:** Turn to partner and describe the role of a gardener in a garden.

TEACHER DO: Point to the picture of the gardener.

TEACHER SAY: What man-made tools do you see the gardener using?

TEACHER DO: Select 2-3 students to share observations.

 **STUDENTS DO:** Raise hands to share observations.

4. TEACHER DO: With the students, identify then analyze the tools students see people using for each job that involves the garden.

TEACHER SAY: Let's look at the pictures for each job. Can you circle the tools each worker uses?

 **STUDENTS DO:** Circle tools in the images.

TEACHER SAY: Let's practice our observation skills. Look at each tool. Describe it to your Shoulder Partner. What does the technology look like it is made of? What shapes do you see in the tool?

Note to Teacher: Do not worry about whether students are properly naming or describing the purpose of each tool. This portion of the lesson is for students to practice observation skills. In the next lesson, they will learn more about the tools each profession uses.

5. TEACHER DO: Connect students back to the images of gardens they saw in the previous chapter. On page 96: Who Works in the Garden of their student book, students should point to the different parts of the gardens and predict what job helped to make that.

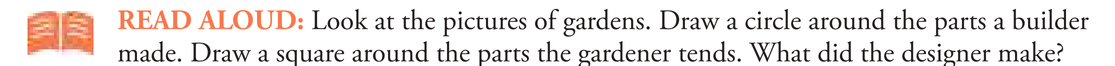




TEACHER SAY: **Turn to page 96 of your student book.**

TEACHER DO: Turn to page 96: Who Works in the Garden of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: **I will read the directions on the page.**



READ ALOUD: Look at the pictures of gardens. Draw a circle around the parts a builder made. Draw a square around the parts the gardener tends. What did the designer make?

TEACHER SAY: **Let's review, what parts of a garden does a builder make?**



STUDENTS DO: Raise hands to answer.

TEACHER SAY: **Use your pencil. Start by drawing a circle around the parts that the builder made.**



STUDENTS DO: Circle the fence, garden box, and stone container.

TEACHER SAY: **Let's review, what parts of a garden does a gardener tend?**



STUDENTS DO: Raise hands to answer.

TEACHER SAY: **Use your pencil. Start by drawing a square around the parts that the gardener made.**



STUDENTS DO: Draw a square around the flowers, vegetables, and water plants.

6. TEACHER DO: Connect what students have learned today with what they did in the previous chapter. Turn back to page where you designed a garden. If you have the garden designs displayed in the classroom, you can also refer to the classroom display.

TEACHER SAY: **In the last chapter, we drew a plan for a garden for our schoolyard. Which role did we do when we planned the garden? Were we designers, builders, or gardeners? Whisper the answer into your hands.**



STUDENTS DO: **Whisper** the answer (designers) into their hands.

TEACHER SAY: **When we made our plans, we acted like designers. Turn to the page in your book where you created your design.**
Now lets think like builders. Have you built something before? What are some things we can build for our garden?

STUDENTS DO: **Brainstorm** some ideas of things they could build. Possible answers might be a fence, a path or a gate.

TEACHER DO: Call on several students, encouraging creative responses.

TEACHER SAY: **Those are all good ideas. I notice that every idea you shared is a man-made object. What if I give you some recycled materials? Can you build a very simple example of your idea?**

TEACHER DO: Hand out 2-4 small sticks or straws to students. Students will be building a very simple idea. They will return to a more detailed build later in the chapter. Encourage students to just “think like a builder” and construct a man-made object.

TEACHER SAY: **Choose an area on your garden design to add your man-made object. You are a builder!**

 **STUDENTS DO:** Use straws or other materials to construct a simple bridge.

Note to Teacher: Do not focus too heavily on the perfection of constructing the gate, fence, path, etc. In this next lesson, they will practice more with tools. This is a closing activity to help them pretend to be builders and add a man-made object to their garden.

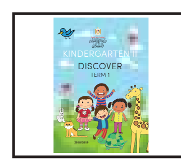
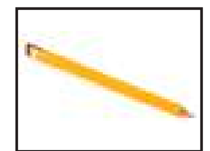
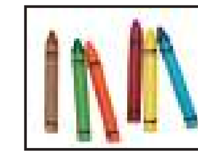
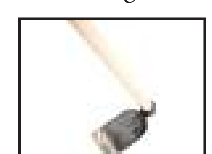
7. Closing: Use the end of the day to reflect on learning and focus students on the driving project for this chapter.

TEACHER SAY: **Today we learned about the different jobs that help create and care for a garden. We thought like builders and added a man-made structure to our garden. In this chapter we are going to make our gardens ready for a celebration. I wonder, what other man-made objects will we need to get our gardens ready?**

Lesson 4 Overview

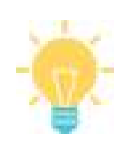
LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Identify tools and their function. • Create a tool with recycled materials. • Role Play agricultural jobs.	• Tool • Watering can • Hoe • Shovel • Wheelbarrow • Agriculture	In this lesson, students will be using materials to make a shovel. Before the class, collect recycled materials in the recycling bin to use. Good materials include paper plates, paper towel tubes, plastic or paper cups, and aluminum foil. If possible, bring in a plant that students can add to the schoolyard.

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons	Recycled materials for making shovels
					

Plant to add to the schoolyard
If possible, get a plant to add to the schoolyard.
Students will be responsible for caring for the plant.





Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: **In our last class, we learned about the different jobs that help create and care for gardens. Can you raise your hand and remind us, what does a designer do in a garden?**

 STUDENTS DO: Raise hands and offer ideas.

TEACHER SAY: **Can you raise your hand and remind us, what does a builder do in a garden?**

 STUDENTS DO: Raise hands and offer ideas.

TEACHER SAY: **Can you raise your hand and remind us, what does a gardener do in a garden?**

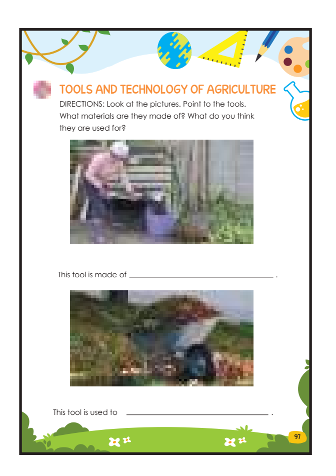
 STUDENTS DO: Raise hands and offer ideas.

2. TEACHER DO: Tell students that they are going to learn more about the technology and tools that gardeners use in a garden.

TEACHER SAY: **Gardens use many kinds of tools and technology to help them care for natural things. Yesterday we saw the gardener holding a watering can. In our first theme, we also learned that a similar job, a farmer, uses a hoe. A gardener and a farmer are both examples of someone who works in agriculture. Repeat that word: Agriculture.**



STUDENTS DO: Repeat "Agriculture."



TEACHER SAY: Agriculture is the business of growing and caring for living things. I wonder what other tools gardeners and farmers use. Let's turn to page 97 Tools and Technology of Agriculture in your student book.

3. TEACHER DO: Turn to page 97: Tools and Technology of Agriculture of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: I will read the directions on the page.



READ ALOUD: Look at the pictures. Point to the tools. What materials are they made of? What do you think they are used for?

TEACHER SAY: Look at the first picture.

TEACHER DO: Point to the top image.

TEACHER SAY: First, think to yourself, what materials is this tool made of?

TEACHER DO: Use **Wait Time**, then call on students for answers.



STUDENTS DO: Offer ideas about the different tools. Practice writing simple words and phrases.

TEACHER SAY: I will write your words on the board. You will practice writing them in the blank.



READ ALOUD: This tool is made of ____________________.

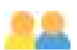
TEACHER DO: Write the words on the board. If needed, direct students to write each letter, spelling it and sounding the word out as you write it. Prompt students to practice writing them on the paper.

Note to teacher: If students are not ready to write full words, modify this part of the lesson. They can turn and talk and say a full sentence, "This tool is made of metal," or they can write the first one or two letters of the word.

4. TEACHER SAY: Now, think to yourself, what is the purpose of the tool?

TEACHER DO: Use **Wait Time** to allow students to think.

TEACHER SAY: Rather than telling all of us or your partner what you think it is used for, I want you to Role Play. I want you to act out the motion as if you were using it. Your Shoulder Partner should then guess what you are doing with the tool.



STUDENTS DO: Act out using the first tool. Partners guess what they believe their partner is using the tool for.

TEACHER DO: Use hands up to call the class back together.

TEACHER SAY: Who thinks they can tell us what the tool in the first picture is used for?



STUDENTS DO: Raise hands to answer.

TEACHER DO: Take 1-2 students responses.

TEACHER SAY: This tool is called a shovel. It is used to dig dirt and make holes to plant living things. Now let's look at the next picture.

5. TEACHER DO: Point to the image of a wheelbarrow.

TEACHER SAY: First, think to yourself, what materials is this made of?

TEACHER DO: Use **Wait Time**, then call on students for answers.

 **STUDENTS DO:** Raise hands to answer.

TEACHER SAY: This tool is called a wheelbarrow. It is an example of a system technology. It has a wheel to help it move, handles to hold, and a big bucket to put things in. Farmers and gardeners use it to move objects. Write this with me.

 **READ ALOUD:** This tool is used to…

TEACHER DO: Write "move objects" on the board. Guide students to writing the word themselves in the student book.

Note to teacher: If students are not ready to write multiple words, modify this part of the lesson. They can turn and talk and say a full sentence "this tool is made of metal," or they can write the first one or two letters of the word "move."

6. TEACHER SAY: Let's pretend to be farmers and wheelbarrows! We will do something called wheelbarrow walking. Turn to your Shoulder Partner. The person who is shortest will be the wheelbarrow. Raise your hand if you are a wheelbarrow.

Note to teacher: This activity has students moving around on their hands and acting like a farmer and wheelbarrow. If there is not enough room in the class for this, it may be better and more fun to do this activity outside in the school yard. If you are not comfortable doing this activity, have students pretend they are pushing and filling an imaginary wheelbarrow. Remind students to be careful and gentle while working closely with other students.

 **STUDENTS DO:** Half of the students should raise hands.

TEACHER SAY: Wheelbarrows lie down on the ground face down. Put your hands beneath your shoulders like you are going to do a push up.

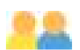
TEACHER DO: Demonstrate this position yourself if possible. Then prompt the shorter students to do the same.

TEACHER SAY: The taller partner will be the farmers. Raise your hand if you are a farmer.

 **STUDENTS DO:** The remaining students who are not down on the floor should raise their hands.

TEACHER SAY: You will stand behind the wheelbarrow at your partner's feet. Lean down to pick up their feet and then stand up again.

TEACHER DO: Demonstrate this position with one of the wheelbarrow students in the classroom. Then prompt the shorter students to do the same.

 **STUDENTS DO:** Farmers should lean down to pick up the feet of their partners.

TEACHER SAY: Now wheelbarrows, push your arms straight so you can walk on your hands!

 **STUDENTS DO:** Wheelbarrows should now be walking on their hands with the farmers holding their feet. The farmer follows along.

TEACHER SAY: Wheelbarrows, your arms are like the wheel of the wheelbarrow. Your legs are like the handles. With the wheel and the handles, the farmer can move you around. Groups, can you work together to move your wheelbarrow around the classroom? Try it!

 **STUDENTS DO:** Student pairs try to walk around the classroom.

TEACHER SAY: Look at all the farmers using their tools and technology! Let's finish up. Gently let go of your partners' legs and everyone return to their desk.

7. TEACHER DO: Revisit the purpose and structure of the shovel. Inform students that they are going to create their own shovel.

TEACHER SAY: Now that we have role-played farmer with the wheelbarrow, let's make a shovel and see if we can dig dirt with it! The shovel is an object technology. It is made of metal in the picture, but shovels can be made of all different kinds of materials like wood and plastic.

TEACHER DO: Point to the image of the shovel in the picture.

TEACHER SAY: Think to yourselves, what are the different parts of the shovel?

TEACHER DO: Use **Wait Time** before calling on students to share their ideas.

TEACHER SAY: Who would like to share an idea?



STUDENTS DO: Raise hands to answer. Possible correct answers should include a handle, a long rod, and a wide end for scooping and picking up dirt.

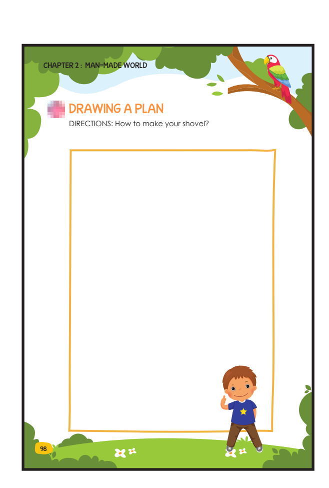
8. TEACHER DO: Show students the materials they will be allowed to use to make their shovel. (See teacher preparation notes about collecting materials). Have students **Brainstorm** with their partner different ways they could use the materials to make a shovel.

TEACHER SAY: We are going to make a shovel of our own with recycled materials. You will work with your partner to create one shovel. Here are our available materials (name the collected materials). Brainstorm with your partner… what would each material be good for? What material would be good for the handle? What material would be good for the middle rod? What material would be good for the wide end for scooping?



STUDENTS DO: Students investigate materials and share ideas.

9. TEACHER DO: Before allowing students to create their shovel, prompt them to first form a plan. They should draw how they want to build their shovel on Drawing a Plan.



TEACHER SAY: Turn to Drawing a Plan on page 98 of your student book.

TEACHER DO: Turn to Drawing a Plan on page 98 of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: I will read the directions on the page.

READ ALOUD: Draw your plan. How will you make the handle? How will you make the scooping part? How will you make your shovel?

TEACHER SAY: With your partner, decide how you are going to make a shovel with the recycled materials. Draw your idea in the box.

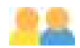
TEACHER DO: Decide how big the shovel should be. Inform students of any limitations. Teaching students to work within constraints is a good practice for further engineering and design projects.



STUDENTS DO: Talk with **Shoulder Partners** and draw their ideas in the student book.

10. TEACHER DO: When students have a completed the plan, allow them to get materials and create their shovels. You will also want to have tape or glue and scissors available for students to use. Put the materials in an area students can easily walk to without disturbing others.

TEACHER SAY: When your plan is drawn, you may come and get materials from me in this area. In addition to the recycled materials, I also have scissors, tape (or glue) available for you to use. Once you have your materials, you may build your shovel!



STUDENTS DO: Students collect materials and build a shovel.



11. TEACHER DO: When students have a completed shovel, lead a **Role Play** activity with them in the schoolyard where they pretend to be gardeners. You may also choose to **Role Play** in the

classroom if going outside is not feasible.

TEACHER SAY: **Now you have a completed your shovel! Let's take your tools outside and use our imaginations to pretend we are gardeners! First, let's remember to care for our class community by cleaning up our room of all scraps and trash for the building activity.**

TEACHER DO: Give explicit instructions on where materials should be returned or thrown away and any other cleaning tasks before going outside.

 STUDENTS DO: Collaboratively clean the room.

TEACHER SAY: **Time to go outside. With your partner, find an area of dirt. Pretend you are a gardener planting new flowers. Talk to your partner as you tell them about your pretend job!**

 STUDENTS DO: Go outside with their shovels and **Role Play** being a gardener with partners.

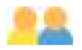
12. TEACHER DO: Use hands up to bring students back to attention. If you were able to bring in a plant to add to the schoolyard landscape, follow the next steps. Otherwise, skip to the closing of the lesson.

TEACHER SAY: **I have a special surprise for you. I have a new plant that we are going to add to the schoolyard right now! We will use the shovels we created and our hands to create a hole to plant it. Where should we put it? Think about what we've learned about sunlight. How will we get water to our plant? We will be responsible for caring for the plant.**

 STUDENTS DO: Raise hands and offer ideas.

TEACHER DO: Choose one area students suggested, and together with the students, plant the new plant in that area.

TEACHER SAY: **Now that we have added a new living thing to our school yard, let's think. How can we act like gardeners and care for it? What tools will we need? How will we get water to our plant? Raise your hands and offer ideas.**

 STUDENTS DO: Raise hands and offer ideas.

13. Closing: Connect back to the first activity in which students drew a picture of people working in the garden in the previous lesson. Have students turn back to that page, My Imagination of their student book.

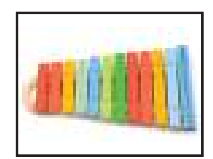
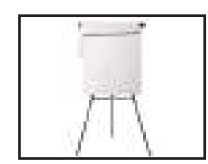
TEACHER SAY: **We have learned so much about the different jobs and technologies used in caring for a garden. Look at your picture My Imagination on page 94. How has your idea of working in a garden stayed the same since you drew this picture? How has it changed? Share with your Shoulder Partner.**

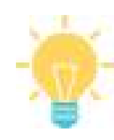
 STUDENTS DO: Reflect and discuss with a **Shoulder Partner**.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Explore events as man-made celebrations. • Comprehend reasons for national holidays. • Organize a parade. • Practice playing and singing music of the holiday.	• Celebration • National holiday • 6th of October Day

MATERIALS

Musical Instruments OR simple materials to make instruments—i.e. cardboard, balloons, sticks	Markers or Chalk	Chart Paper or Board
		



Learn (90 mins)

Directions

Note to Teacher: Students will create their own parade as an example of a celebration during today's lesson. You may consider inviting another class to watch or join in as the students parade around the schoolyard.

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: We have been thinking about our garden and how it is cared for. We have also been talking about man-made tools that can help us care for and celebrate in the garden. Did you know that not all man-made things are objects? Some are actually celebrations or holidays that we enjoy with our family and friends. We have many holidays that we celebrate. Why do you think we celebrate holidays?

 **STUDENTS DO: Brainstorm** ideas. Take all suggestions.

TEACHER SAY: Sometimes our celebrations are for days in history that are important to our country. These are national holidays. Sometimes celebrations are religious holidays. These can be national holidays as well. Sometimes we celebrate something special in our family like a wedding or an anniversary. Let's make a list of the holidays we know. We will also list why we celebrate the holiday.

2. TEACHER DO: Create a three column chart on chart paper or on the board. You will reference and add to the list throughout the next several lessons. The headings should be "Holiday", "Why" (Why do we celebrate this holiday?), and "Do" (What do we do on that day?). Be sure to leave room for writing in each of the columns.
You may need to prompt students with ideas of holidays and reasons for their celebrations.

Note to Teacher: Students may have limited experience with some national holidays. Make certain all students know why these are celebrated and their importance.

TEACHER SAY: **I am going to make a chart. We will use this chart to remember the holidays we celebrate. We will also add to it over the next few days. Who can help us by beginning our list? Name a holiday and why we celebrate it.**

 **STUDENTS DO:** Students share prior knowledge.

TEACHER DO: Allow for discussion as students attempt to explain why specific holidays are celebrated. Clarify any misconceptions.

Note to Teacher: Choose a holiday that is approaching. You will focus specifically on one national holiday, sharing the importance and traditions of the holiday with the students. If you have books available to share, you may want to do some read alouds or have available for students to look at on their own. When using library books, begin a list to be displayed in the classroom so students can find the books again later.

TEACHER SAY: **If we think of some other holidays later, we can add them to our list.**

3. TEACHER DO: The discussion that follows is based around the 6th of October. Substitute with any recent holiday or one that is approaching.

TEACHER SAY: **People make celebrations to remember special occurrences in our lives. Let's think about the 6th of October. It is celebrated every year on October 6. On the 6th of October, we celebrate the men and women who have helped protect our country. Who do you celebrate the 6th of October with? Raise your hand to share.**

 **STUDENTS DO:** Share experiences.

TEACHER DO: Record student ideas next to the 6th of October on the chart.

TEACHER SAY: **There are many types of celebrations. Sometimes we wear special clothing to celebrate. Sometimes we stay at home, other times we celebrate with friends. On the 6th of October, you celebrate with a special meal? How does your family celebrate?**

 **STUDENTS DO:** Share experiences.

TEACHER DO: Record these ideas next to the 6th of October on the chart.

TEACHER SAY: **When you go home tonight, please ask your parents or grandparents what they know about the 6th of October.**

4. TEACHER SAY: **Sometimes in Egypt, there are military parades. Do you know what a parade is? Has anyone ever seen a parade?**

 **STUDENTS DO:** Offer ideas, if any.

TEACHER SAY: **One thing that often happens in a parade is that a band plays music. We are going to have a pretend parade. We are going to play music!**

Note to Teacher: If you have musical instruments available, let students play them as though they are in a band. If you do not, you may have some recycled items such as heavy cardboard and sticks for drums or balloons to squeal. If no musical instruments are available, have students pretend, miming the actions of blowing a horn or banging on a drum.

TEACHER SAY: **Let's get our instruments ready for the parade.**

TEACHER DO: Guide students to share instruments available or to find materials to make noises.

 **STUDENTS DO:** Work together to find or make instruments for a band.

5. TEACHER SAY: **Let's think about what else we can do, and then we will go outside to have a parade. We have thought about the band. What else does a parade need?**

 **STUDENTS DO:** Make suggestions such as important people to lead, flags to wave, singing the national anthem.

TEACHER DO: Allow students to organize their parade. Let them gather materials, and possibly make instruments. If you still have the animal flags students created during the Who Am I theme, you may allow them to wave those.

TEACHER SAY: **I also see people singing in a parade. What songs can we sing?**

 **STUDENTS DO:** Suggest songs to sing.

TEACHER DO: Practice songs that students can sing in the parade. Consider including the national anthem as the students continue to practice it.

6. Either prepare the class to go outside and participate in a pretend parade, or model this in the classroom with a few students at a time, depending on the space you have available. Remind students that other classes are in session, and singing, dancing and playing instruments needs to be quiet and respectful.

TEACHER SAY: **What type of behavior should we demonstrate in the hallways as we go outside? What type of behaviors do you think we should expect during our parade?**

 **STUDENTS DO:** Discuss and identify behavioral expectations.

TEACHER SAY: **Let's start our parade. Should we start with our national anthem?**

 **STUDENTS DO:** Host a pretend parade, including marching, playing instruments and singing.

TEACHER DO: When the parade is over, have students return to the classroom and put away their parade supplies.

7. Closing: Use the end of the class to reflect on learning and encourage sharing.

TEACHER SAY: **Man-made celebrations mean a lot to us. They help us think about the world around us. What celebrations do you enjoy? Tell your Shoulder Partner and thank them for helping our class celebrate in the class parade.**

 **STUDENTS DO:** Reflect on celebrations and thank peers for celebrating together.

TEACHER SAY: **Tomorrow we will think more about celebrations and our garden!**

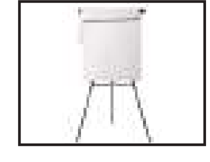
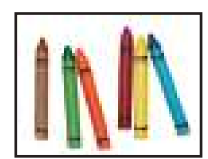
Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Graph favorite celebrations of classmates. • Develop rules for good behavior at a party. • Use graphing to organize and find out information.	• Unique • Survey • Graph

MATERIALS





Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: **Yesterday we talked about celebrations. Why are celebrations important to us?**

TEACHER DO: Use Calling Sticks to choose a few students to answer the question.

 STUDENTS DO: Respond with their ideas.

2. TEACHER SAY: **We also had a parade yesterday. We had to organize the parade. What did you have to think about so all of us could enjoy the parade?**

TEACHER DO: Use Calling Sticks to choose a few students to answer the question.

 STUDENTS DO: Respond with their ideas.

3. TEACHER DO: Engage students in a discussion about behavior expectations. Students at this age are accustomed to being told the rules, but are often not asked to reflect on behavior guidelines. Encourage critical thinking by promptings students to have reflective conversations.

TEACHER SAY: **One of the things that was important for our parade was to create rules of behavior outside the school. We talk about behavior often because how we are expected to behave changes based on where we are and who is around. Outside behavior is different from inside behavior.**
As we prepare our ideas for a celebration in a garden, we need to think about rules of behavior. What type of rules do you have at your home for celebrations?

 STUDENTS DO: Respond with their experiences.

TEACHER DO: Record ideas.

TEACHER SAY: You shared a lot of ideas for rules of how to behave. Now we need to think which of these are the most important for our class to follow during our celebration.

TEACHER DO: When students have given their responses, circle five behaviors everyone can agree on.

TEACHER SAY: I am proud that you know what types of behavior are expected! Let's use these five as our rules for behavior at the celebration we plan.

TEACHER DO: Point to the rules and read them again. You may want to add a symbol you can attach to each for nonreaders. Post the sign in the room.

TEACHER SAY: We know the rules. Do you think we can Role Play using puppets? Let's take out our puppets. Four of you will group together and then use the puppets to Role Play good behavior at a celebration in a garden.

Note to Teacher: If puppets are not available, have students **Role Play** *without the puppets.*

 **STUDENTS DO: Role Play** appropriate behaviors.

TEACHER DO: Signal students to return to their seats after cleaning up the puppets.

4. Use the student-generated list of holidays to practice math skills of counting, sorting and displaying data.

TEACHER SAY: Let's look at our list of holidays. I wonder what is your favorite holiday? Before you answer, think about the different ways we all celebrate.
Let's review all of these holidays and what happens on those special days. I will name the holiday, then you will talk with your Shoulder Partner to remember how it is celebrated. Then we will find out what our class's favorite holiday is.

TEACHER DO: Read the list, one by one. Help students as needed.

 **STUDENTS DO:** Students talk with their **Shoulder Partners** about celebrations.

5. TEACHER SAY: Now that we have our list, let's think about our favorite holiday. Do you remember when we put our finger to our temple to think? (model thinking) Let's do that now. Take time to think. You are deciding on your favorite holiday. When I say your favorite holiday, come line up in a straight line where I show you.

TEACHER DO: Provide students with Think Time as you write the name of each holiday on the board or on a piece of paper. This will be a axis labels for the graph. Guide students to create a human graph. Help them to line up in a straight line for their favorite holiday.

 **STUDENTS DO:** Line up according to their favorite holiday.

6. TEACHER SAY: We have different ideas because we are all unique! I wonder why you chose these as your favorites. Our lines of students look just like a graph we have made in class, but it is a graph made of humans instead of paper and markers!

TEACHER DO: Depending upon how students have lined up, ask questions such as: Which group do you think has the most? Which has the least? If two lines are very similar in number, show the class how the students can be lined up next to each other to see which one has the most. If one line has too many for students to count, count that one orally yourself to model the pattern of numbering.

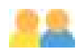
 **STUDENTS DO:** Standing in straight lines, students wait to be counted.

TEACHER SAY: Let's count the lines. I know you have been practicing your counting. This time I will listen as you count. If you have a problem, I will help. Remember, you are saying the numbers together. I will point to students, and you count.

 **STUDENTS DO:** Count the number in each line as the teacher points to each student.

TEACHER DO: Repeat this process with all the lines that students are able to count. If there are too many in line for students to count, model for students. At this point in the school year, students may be able to count easily to 20, but may still need assistance.

**TEACHER SAY: I see that counting is becoming easier for all of you! Do you see how we just made a graph like the ones we have done on the board and in our student book?
We can learn about our favorite holiday from our human graph. What is our class's favorite holiday?**

 **STUDENTS DO:** Respond with the line that had the most students.

7. TEACHER DO: Transition the class to a discussion about respecting differences.

TEACHER SAY: We have learned about our class's favorite holiday. One reason celebrations are so important to us is because they all mean something a little different to each of us. I like that we are different. Turn and talk with your Shoulder Partner. What do you like about your Shoulder Partner that makes them different from you?

 **STUDENTS DO:** Students turn and talk about their differences.

TEACHER SAY: I also like that I am different, I am unique. I like that I love flowers (substitute with something about yourself). What do you like about you that is unique? Share with your Shoulder Partner.

 **STUDENTS DO:** Students share how they are unique.

TEACHER SAY: We all have different ideas. We can appreciate that about each other. I am proud of all of you for being unique and for respecting each others' differences.

8. Note to teacher: Create a class graph called Party Decorations: Favorite Colors. Write color names across the bottom of a large sheet of paper, chart paper, or the chalkboard: Red, Orange, Yellow, Green, Blue, Purple. If possible, use crayons or colored markers to help students who do not yet know all of the color names. Students will write X's to represent students' responses.

TEACHER DO: Transition to the survey question on the board.

TEACHER SAY: Today we will take a survey and create a graph to decide what colors we should use to decorate the party. Look at this blank graph.

TEACHER DO: Display the graph and point to the colors at the bottom. Read the colors aloud.

TEACHER SAY: Think about what color you would like to use for our decorations – maybe balloons or streamers. You will each vote for one color and we will use the two most popular colors to decorate for our celebration. How will we know which colors are popular? Raise your hand if you know.

 **STUDENTS DO:** Raise hands if they know.

TEACHER DO: Call on students with hands raised to share their thinking. Students should note that the most popular colors will have the most X's.

TEACHER SAY: Each of you will come up and write an X above the color you like the best. It is important that all of our X's are the same size so we can compare the data – or information – on the graph. Watch me write an X.

TEACHER DO: Write an X on the board showing students how big they should make their X's.

Note for the Teacher: Consider how you would like to organize students to add their votes to the graph (for example: one at a time, line up, by table or row). To help ensure that all X's are about the same size, have students write their X's using a pencil. Then, if they are the correct size, trace over them with a marker to make them easier to see.

 **STUDENTS DO:** Write an X above their favorite party decoration color.

9. TEACHER DO: Ask the students questions about the graph to help them build understanding and share their thinking with their colleagues.

TEACHER SAY: Which colors are the most popular color in our class today? How do you know? How many votes did the most popular color get? How many votes did the next most popular color get? Which color did the least amount of people in our class vote for? How can you tell?



STUDENTS DO: Raise their hands to answer the questions and share their thinking about the graph.

TEACHER DO: Call on students using your preferred method.

TEACHER SAY: Great job making the graph! The two colors we will use to decorate for our celebration are ______ and ______.

10. Closing: Use the end of the class to reflect and share learning.

TEACHER SAY: Tell your Shoulder Partner what information we found out by creating the graph. Share your ideas about what other information we could find out by doing a graph together.

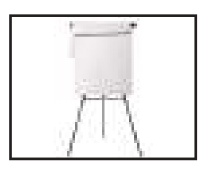
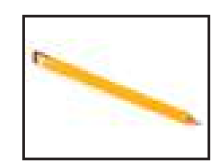
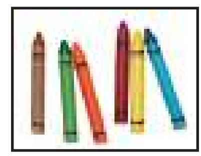


STUDENTS DO: Share, reflect and talk about how graphs help us find out and organize information

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Identify healthy food choices. • Organize clear directions for building a sandwich.	• Healthy • Grain • Vegetable • Fruit	Students are learning about nutrition, food types and healthy eating. If possible, you may wish to bring in samples of the fruits, vegetables, grains and meats discussed. Students are expected to learn how to make a healthy sandwich and design a healthy meal. This may be more interactive if you are able to provide real examples, but the lesson does not require this.

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Learn (90 mins)

Directions

1. Introduction: Use this time to connect student learning back to what they did in the previous day's lesson.

TEACHER SAY: **Yesterday we created rules for good behavior at our garden celebration. We talked about how we are all different, unique and special. Today, we are going to continue to prepare for our garden celebration. Any good party must have food for people to eat. Today we will decide on what food our garden celebration will have.**

2. The activity described in this next step involves students getting up and linking arms with those who have the same favorite foods. If your classroom logistics will not allow this to be done, feel free to modify the directions or allow students to just talk with table or row partners.

TEACHER DO: Begin by asking students what their favorite food is.

TEACHER SAY: **I wonder, what is your favorite food to eat? Put your fingers on your temples and think to yourself first.**



STUDENTS DO: Put a finger to their temple and silently think of what they like to eat the most.

TEACHER SAY: **Now, I want you to find people who have the same favorite food as you. When I say go, I want you to stand up and talk to the people around you. Find someone who has the same favorite food. When you find someone with the same favorite food, link elbows.**

TEACHER DO: Demonstrate doing this by asking a student what they favorite food is, then saying that is your favorite food too and linking elbows.

TEACHER SAY: **Once you find someone with the same favorite food, walk together and see if you can find even more people with the same favorite food. When you find them, link elbows with them as well.**

TEACHER DO: Demonstrate by holding linking elbows with a student and saying this person has the same favorite food as me so we are going to join together.

TEACHER SAY: **Keep going until you have found all your classmates with the same favorite food and are linking elbows in one line! Ready, set, go!**



STUDENTS DO: Walk around the room looking for individuals with the same favorite food and linking elbows until they have a large line.

TEACHER SAY: **Look at all the different groups we have! I will ask each group what food they chose and we will count how many people are in that group altogether!**

TEACHER DO: Go to each group, ask the name of the food, and then count the individuals in the line, asking the class to count along with you. Write each food name and number of students on the board.

TEACHER SAY: **Now that we know our favorite foods, lets take our seats.**



STUDENTS DO: Return to seats.

3. TEACHER DO: In order to introduce the ideas of food types, play a riddle with the students. You will play "Which one of these is not like the other?" In this game, you will say three objects. The students must select which object is not like the other two.

Note to Teacher: For this riddle activity, you will say the name of well known fruits, vegetables, meats, and grains. It may be helpful to bring examples of each of the kinds of foods or provide pictures for students to see as you are playing the game.

TEACHER SAY: **Let's learn more about food together. We will play a game called, "Which one of these is not like the other?" I am going to name three objects. You think to yourself, which one is not like the other two? Why is it different?**
Let's start. Which one of these is not like the other: an apple, a strawberry, and a piece of chicken? First, put your finger to your temple. Think, which one is different from the other two.

TEACHER DO: Use **Wait Time** to allow the students to think.

TEACHER SAY: **Now turn to your Shoulder Partner and discuss. Which one do you think is different? Why?**



STUDENTS DO: Discuss what they think is different and why

TEACHER SAY: **The chicken is not like the other two because it is meat, from an animal. An apple and a strawberry are examples of a type of food called fruit.**

TEACHER DO: Write "fruit" on the board. Prompt students to sound out the word with you.

TEACHER SAY: **A fruit is a natural object that grows from a flower. These two fruits are sweet and have seeds. Can you think of other kinds of fruit?**

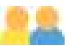


STUDENTS DO: Raise hands and offer ideas.

TEACHER SAY: **Fruit is a good dessert for us to have at our party. Fruit is healthy because it has vitamins.**
The chicken is different from the fruit. It does not come from a flower and is not sweet. The chicken is an example of meat. Meat is food we eat that comes from an animal.

TEACHER DO: Write "meat" on the board. Prompt students to sound out the word with you.

TEACHER: **Can you think of other kinds of meat we eat?**

 **STUDENTS DO:** Raise hands and offer ideas.

TEACHER SAY: Meat is good to put in a sandwich at our party because it gives us energy to play.
Let's play again. Which one of these is not like the others: pita, lettuce, and carrot?
First, put your finger to your temple. Think, which one is different from the other two.

TEACHER DO: Use **Wait Time** to allow the students think time.

TEACHER SAY: Now turn to your Shoulder Partner and discuss. Which one do you think is different? Why?

 **STUDENTS DO:** Discuss what they think is different and why.

TEACHER SAY: The pita is not like the other two because it is a grain. Lettuce and carrot are vegetables.

TEACHER DO: Write "vegetable" on the board. Prompt students to sound out the word with you.

TEACHER SAY: A vegetable is a natural object that grows from a plant. Vegetables don't come from flowers like fruits. Vegetables are the roots, stems, or leaves of the plant. A carrot is a root and lettuce is a leaf. Can you think of other vegetables we eat?

 **STUDENTS DO:** Raise hands to offer ideas.

TEACHER SAY: The pita is different from the vegetables. It is a grain. A grain is a plant that we mill into flour and use to make things like breads and pita.

TEACHER DO: Write "grain" on the board. Prompt students to sound out the word with you.

TEACHER SAY: Can you think of other kinds of grain we eat?

 **STUDENTS DO:** Raise hands and offer ideas.

TEACHER SAY: Grains are good for our celebration because we can use them to make sandwiches with meat and vegetables!
Let's try another riddle. Which one of these is not like the others: lamb, radish, or cabbage?
First, put your finger to your temple. Think, which one is different from the other two.

TEACHER DO: Use **Wait Time** to allow the students time to think.

TEACHER SAY: Now turn to your Shoulder Partner and discuss. Which one do you think is different? Why?

 **STUDENTS DO:** Discuss what they think is different and why. Listen for the correct answer of lamb being different because it is meat. Correct student thinking as needed.

TEACHER SAY: Good! You noticed that cabbage and radishes are vegetables and lamb is meat!
One last riddle. Which one of these is not like the other: strawberries, bread, or melons?
First, put your finger to your temple. Think, which one is different from the other two?

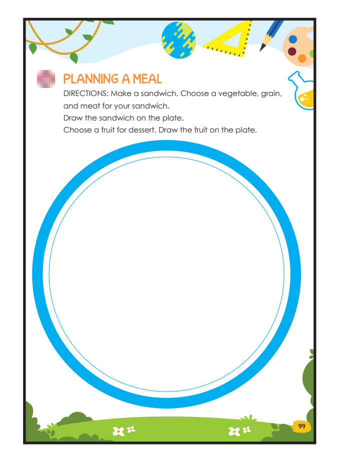
TEACHER DO: Use **Wait Time** to allow the students to think.

TEACHER SAY: Now turn to your Shoulder Partner and discuss. Which one do you think is different? Why?

STUDENTS DO: Discuss what they think is different and why. Listen for the correct answer of bread because it is a grain. Correct student thinking as needed.

TEACHER SAY: Good! You noticed that bread is a grain and melons and strawberries are fruits!

4. TEACHER DO: Have students apply what they learned about food types to create a healthy sandwich and dessert for their celebration.



TEACHER SAY: **We know there are different types of food: vegetables, fruit, meat, and grains. A healthy meal has one of each kind of food. You are going to create a healthy meal of a sandwich and dessert. Turn to Planning a Meal in your student book.**

TEACHER DO: Turn to Planning a Meal of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: **I will read the directions on the page.**

 **READ ALOUD:** Make a sandwich. Chose a vegetable, grain, and meat for your sandwich.

TEACHER DO: With the help of students, generate a list of common and familiar vegetables, meats, and bread types on the board for students to choose from. Read each first and if necessary, show an image.

 **STUDENTS DO:** Help generate list of healthy foods.

TEACHER SAY: **You will need to choose one vegetable, one grain, and one meat from this list. Turn to your Shoulder Partner and tell them which you chose.**

 **STUDENTS DO:** Turn to **Shoulder Partner** and tell them their selections.

TEACHER SAY: **I will continue to read the directions.**

 **READ ALOUD:** Draw the sandwich on the plate.

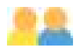
TEACHER DO: Model first by drawing your own sandwich on the board and thinking aloud as you go.

 **STUDENTS DO:** Draw a sandwich on the plate.

TEACHER SAY: **Now that you have chosen your healthy sandwich, it's time to choose a healthy dessert. Let me read the next instructions.**

 **READ ALOUD:** Choose a fruit for dessert. Draw the fruit on the plate.

TEACHER DO: Write a list of common and familiar fruits on the board for students to choose from. Read each first and if necessary, show an image. Model first by drawing your own fruit.

 **STUDENTS DO:** Draw a fruit from the list of fruits on the board.

5. TEACHER DO: Have students practice giving clear directions by sharing their sandwich with a friend and telling them how it is made.

TEACHER SAY: **We will have lots of people at our garden celebration! We will need help making sandwiches. Practice describing how to make your sandwich to your Shoulder Partner. I will model first.**
My sandwich has a pita, lettuce, and lamb. My pita is sliced so I can stuff it. To make my sandwich, open the pita. Put the lamb in first. Then put the lettuce on top. Finally close the pita bread. Now you have my sandwich!
Now it is your turn! Describe how to make your sandwich with your partner. Make sure you listen to your partner. Then, switch so you each get a chance to share.

 **STUDENTS DO:** Turn to their **Shoulder Partner** and describe how to make their sandwich.

TEACHER DO: Walk around and listen for student use of key vocabulary terms including the names of different food items and also words like above, beneath, and in-between. Encourage use of these words as students talk.

TEACHER SAY: **You have made a healthy lunch. Why are healthy meals important? What other meals do we eat? Do you think we need to eat healthy meals all day long?**



STUDENTS DO: Share their responses.

TEACHER DO: Engage students in a discussion about the foods they eat during all three meals of the day. If students do not bring it up, ask them why it is important to eat three healthy meals.

STUDENTS DO: Talk about the importance of eating healthy throughout the day. They should remember from previous lessons that food is needed to stay healthy, to grow strong, and have energy.

TEACHER SAY: Our body needs good food so we can grow, be strong, and have the energy we need during the day.

6. Closing: Use this time to reflect on learning for the day and encourage sharing of ideas.

TEACHER SAY: Today we learned healthy ways to feed our friends and ourselves. Feeding each other is another way we can care for the people in our community. When you go home, you can tell your family about the different foods you learned in school. Maybe you can even help your parents by making a sandwich for them!

Lesson 8 Overview

LEARNING OUTCOMES

Students will:
- Develop rules for behavior when traveling to the garden.
- Analyze safety precautions on roads.
- Role-play safety.

KEY VOCABULARY

- Safety
- Stoplight
- Pollution
- Transportation

LESSON PREPARATION FOR THE TEACHER

Students will participate in an activity to understand the importance of following rules for the road. In the student book, Improving an Intersection, you will see a simple intersection. Prepare an area on the schoolyard where students can model correct behavior. You may want to use landmarks, chairs, chalk lines, or tracings in the dirt.

MATERIALS

Chart Paper or Board

Markers or Chalk

Student book



Pencil



Crayons



One piece of red paper
One piece of green paper
If colored paper is not available, color sheets to hold up for students.



Learn (90 mins)

Directions

1. Introduction: Connect back to yesterday's lesson, preparing a meal for a celebration. Inform students that today, they will help plan a safe way for people to arrive at the party.

TEACHER SAY: **Yesterday we planned a healthy meal for our celebration. Helping our community stay healthy is one way we can care for it. We have also been talking about the tools and technology we might use to create our celebration. Today, we're going to talk about more technology that can help us. Let's learn about the technology that can help us get people safely to our celebration!**

TEACHER DO: Connect the idea of transportation to what students have experienced.

TEACHER SAY: **When we travel, we use transportation.**
Transportation technology helps us move from one place to another.
Can you all say transportation? Repeat after me. "Transportation."

 STUDENTS DO: Repeat the word transportation.

TEACHER DO: Lead students in repeating "transportation" as many times as necessary to be comfortable with pronunciation. Feel free to provide additional support such as writing the word on the board, etc.

TEACHER SAY: **One way we travel is by walking. We have also invented technology that helps**

us travel faster than walking. Can anyone name a technology that gets us somewhere faster than walking? Raise your hand if you can think of one.

 STUDENTS DO: Raise hands to answer the question.

2. TEACHER SAY: **Great answer! Walking and __________ (student's answer) are two types of transportation. Let's think about the different types of transportation we use. How did you get to school today? Share with your Shoulder Partner. Then we'll make a class list of all the ways we traveled to school today.**

 STUDENTS DO: Share how they got to school with a **Shoulder Partner**.

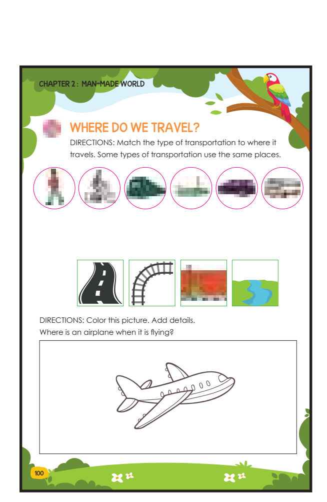
TEACHER DO: Use **Calling Sticks** to ask a few students to share with the class how they got to school. If most students name the same type of transportation (e.g., walking), ask students to raise their hands if they used a different type of transportation. List all students' answers on the board or on chart paper.

3. TEACHER SAY: **This is a great list! Let's add some more types of transportation to our list. What if we wanted to travel further than school? There are a couple more types of transportation that we use to travel around Egypt when we want to go long distances. Let's see if you can guess what they are. I am going to give you clues. Raise your hand when you think you know what I am describing.**

TEACHER DO: Provide clues for types of transportation that students didn't mention for how they travel to school. Depending on local region, additions to the list will likely be a boat, a train, an airplane, and possibly a bus. Provide clues such as "I don't stay on the roads, I fly in the sky. What am I?"

 STUDENTS DO: Guess types of transportation the teacher is describing.

TEACHER DO: As students guess, continue adding types of transportation to the list until the list represents: walking, bicycles, cars, buses, trains, boats, and airplanes.



4. TEACHER SAY: **We have been working all year on understanding similarities and differences. Let's think about how the things on our list are alike and different. Everything on our list is similar because it's a type of transportation. Some of the things on our list travel in different places. Let's see if we can figure out which ones use the same places to travel, and which are different. Turn to page 100 in your student book, titled "Where Do We Travel?"**

 STUDENTS DO: Turn to page 100: Where Do We Travel, in the student book.

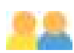
TEACHER SAY: **What do you see on the top of the page?**

TEACHER DO: Use **Calling Sticks** to call on students to answer.

 STUDENTS DO: Offer observations such as there are pictures of the types of transportation and pictures of places like a road and a river.

 READ ALOUD: Match the type of transportation to where it travels. Some types of transportation use the same places.

TEACHER SAY: **I just read the directions. Who can explain what you are supposed to do? Raise your hand if you think you know.**

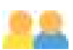
 STUDENTS DO: Raise hands to summarize the directions.

TEACHER DO: Call on a student with a hand raised to summarize the directions.

TEACHER SAY: **Work through the matches on your own first. When you are done, share your matches with a Shoulder Partner to see if you agree.**

 STUDENTS DO: Draw lines to match the types of transportation with the place where each travels. Students then turn to **Shoulder Partners** to compare their answers.

TEACHER SAY: **Now look at the bottom of the page. What is shown in the box?**

 **STUDENTS DO:** Answer, "an airplane."

TEACHER SAY: **The other types of transportation all travel on the ground or in water. The airplane is the only technology on our list that travels somewhere else. Think about where an airplane is when it is flying. Use your crayons to draw that place in the box around the airplane. You can also color the airplane. The directions say:**

 **READ ALOUD:** Color the pictures. Add details. Where is an airplane when it is flying?

 **STUDENTS DO:** Draw a sky and clouds around the airplane and color in the airplane.

5. TEACHER DO: Connect the types of transportation back to the idea of getting people to the garden celebration. Pre-assess to see what students' background knowledge of traffic laws are by asking a few initial questions.

TEACHER SAY: **Great job matching types of transportation with the places they travel! Now, let's think more about our celebration. Do you think anyone from the community will be traveling by airplane to get to our celebration? Raise your hand if you think "yes."**

 **STUDENTS DO:** Raise hands to vote (most students will not raise their hands).

TEACHER SAY: **Now raise your hands if you think "no" – no one from the community will be traveling in an airplane to get here.**

 **STUDENTS DO:** Raise hands to vote (most students should raise their hands).

TEACHER SAY: **You are correct! We use airplanes to travel long distances. People in our community all live close by, so they don't need an airplane to get to our celebration. Let's look back at our list. Which types of transportation will people use to travel to our celebration?**

TEACHER DO: Use **Calling Sticks** to call on 3-4 students to offer ideas. Most likely forms of transportation, depending on the region, will be walking, driving, buses, and bicycles.

 **STUDENTS DO:** Identity the most likely types of transportation that will be used.

6. TEACHER SAY: **When people travel to our celebration, they will mostly be walking or ____________. As they travel, they will need to be safe by obeying all the traffic laws and signals. What do you know about traffic signals and laws? Turn to your Shoulder Partner. Talk about what you already know about traffic signals and rules.**

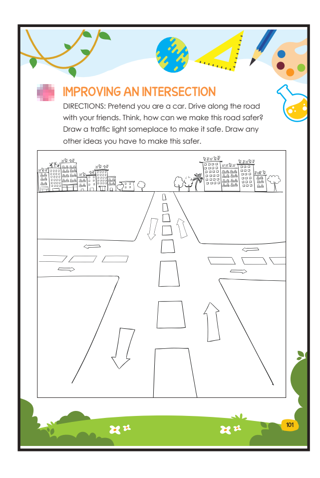
 **STUDENTS DO:** Students turn and talk to partners.

TEACHER DO: While students are discussing, walk around the room and listen to their responses. When you bring the class back together, review the signals and laws that you heard most often.

TEACHER SAY: **I heard students mention (the most common laws and signals you heard students mention). Let's think for a minute about why we have rules when we are walking, driving, and riding bicycles. What do you think would happen if there were no rules? Raise your hand to share an idea.**

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER DO: Call on 3-4 students with their hands raised to offer ideas about what would happen.



7. TEACHER SAY: **Let's find out what would happen! Turn to page 94: Improving an Intersection in your student book.**

TEACHER DO: Turn to Improving an Intersection of the student book and hold it up for students to view as they look through their own.

TEACHER SAY: **I will read the directions on the page.**

 **READ ALOUD:** Pretend you are a car. Drive along the road with your friends. Think, how can we make this road safer?

TEACHER SAY: Now we will go outside and model what we see in the student book.

Note to Teacher: Modeling the intersection is optional, but a fun activity for students. If you cannot take them outside, you may skip this part. You could also show a video about traffic to show how cars and people interact at an intersection.

8. TEACHER DO: Remind students of expected behaviors for outside lessons. Lead them outside to where you have outlined the simple intersection. Give students directions on how to act like a car and analyze the safety of the road. You may wish to have 2-4 students stand closely together, with one acting as the driver and the rest moving together as the passengers.

TEACHER SAY: Drivers, hold your hands out in front of you like you are holding a steering wheel. You will move like a car. Follow the arrows of the road. What will happen when two cars come to the intersection? Act this out.

STUDENTS DO: Walk on the roads pretending to be in cars. Because there are no stoplights, students will get congested at the intersection and may run into each other. This is part of the activity and will help them see the need for a stoplight.

TEACHER DO: If there is extra time, assign a few students to be walkers approaching the intersection in addition to the cars and continue acting out what happens at the intersection. Bring students back together. Have all students stand to the side of the model intersection to discuss.

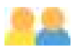
TEACHER SAY: Let's think. What parts of the road were safe? Point to areas where you were safe.

 **STUDENTS DO:** Point to any area of the road that felt safe (probably not the intersection).

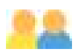
TEACHER SAY: What parts of the road were not safe? Point to the areas where you may have run in to another car or you saw someone run in to the car.

 **STUDENTS DO:** Point to the intersection.

TEACHER SAY: What do you think we could add to the intersection to make it safer? Raise your hand if you have an idea.

 **STUDENTS DO:** Raise hands to offer ideas such as a stoplight or stop sign.

TEACHER SAY: What would happen if we added a stoplight to that intersection? Let's try acting it out again. I will hold up a green paper for go and red paper for stop in the intersection. Drive like you are a car and obey the traffic signs.

 **STUDENTS DO:** Walk along the intersection again, pretending to be cars.

TEACHER DO: Stand in the intersection. Hold up a red paper in one direction and a green paper in the other. Continue to use the red and green papers to control the intersection and prevent collisions.

 **STUDENTS DO:** Follow the directions in order to move safely.

Note to teacher: If you added pedestrians to the first **Role Play** *of the intersection, ask students to consider what other additions could be made to make the intersection safer for people walking as well as driving.*

9. TEACHER DO: Bring students back together for a brief discussion.

TEACHER SAY: What happened this time? Why were you safer? What was it like driving a car?

 **STUDENTS DO:** Possible answers: We had to pay better attention. We were safe.

TEACHER SAY: The rules helped us be safe. Let's go back to the classroom and talk about this some more.

TEACHER DO: Lead students back to the classroom.

TEACHER SAY: **Let's look back to Improving an Intersection. I will read the rest of the instructions on the student book page.**



READ ALOUD: Draw a traffic light someplace to make it safe. Draw any other ideas you have to make this safer.



STUDENTS DO: Draw a traffic light, crossing signal, or other ways to make the intersection safer.

10. TEACHER DO: Connect the rules of transportation back to traveling to the celebration.

TEACHER SAY: **We have learned how to make roads safer with stoplights and crossing signals. Now, let's think about our garden celebration. People will have to travel to our garden for the feast. We want to encourage people to be safe as they travel to our celebration.**

11. TEACHER DO: Have students practice creating a broadcast where they invite people to the garden celebration and suggest ways to travel to the event safely and respectfully.

TEACHER SAY: **Earlier in the year, we created broadcasts to report on animals we had studied. You will create a larger broadcast later in this Chapter for the project. Today, we will practice a broadcast to invite people to our celebration and remind them to travel safely. Just like last time, one partner will be the interviewer holding a pretend microphone. Practice with me; hold your hand like it is a microphone.**

TEACHER DO: Demonstrate by holding your hand in a partially closed fist like it is a microphone.

TEACHER SAY: **Pretend that you are talking into the microphone. Say, "hello my name is."**

TEACHER DO: Demonstrate talking into the microphone, then prompt students to do the same.



STUDENTS DO: Pretend to hold a microphone and talk into it.

TEACHER SAY: **Now pretend that you are holding the microphone out to your partner to talk. Ask your partner to say her name into the microphone.**

TEACHER DO: Demonstrate then prompt students to hold out the microphone to their partner.



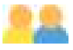
STUDENTS DO: Pretend to interview their partner with the microphone.

TEACHER SAY: **Now let's do a pretend broadcast. One person will hold the microphone first. This person will inform people watching the broadcast that we are going to have a garden feast. Tell the audience at least two ways they can get to the garden.**



STUDENTS DO: Hold the imaginary microphone and talk about traveling to the garden.

TEACHER SAY: **Now pass the microphone to your partner. Your partner will review how to properly behave in a respectful and safe manner when traveling to the garden party.**



STUDENTS DO: Pass the imaginary microphone and go over rules for proper and respectful behavior when traveling to the garden.

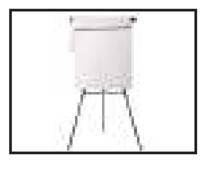
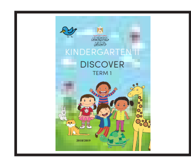
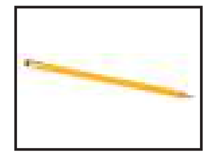
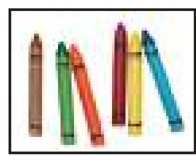
12. Closing: Reflect on what students learned in this class and hint at what you will learn tomorrow.

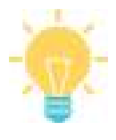
TEACHER SAY: **Today we thought of ways to get to our garden celebration. Roads and transportation are more examples of man-made objects in the world around us. We created a pretend broadcast to invite people to our feast. Think about ways you can share what we learned when you go home. Tomorrow we will learn how to create formal invitations.**

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Describe important feasts. • Determine celebration for garden. • Create an invitation.	• Invitation • National holiday

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				



Learn (90 mins)

Directions

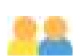
1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Let's review all the planning we have done so far for our celebration! We have talked about what we will eat and what colors we will use to decorate. We have also talked about tools we can use and the different ways people can travel to our school and garden feast. Today, we are going to think about what else we will need to do to get ready.

2. TEACHER DO: First, note that you will need to decide on what they are celebrating during the feast. It is also important that students know if there is NOT going to be a real celebration. At this point, make certain students are aware if this is pretend. Review what students already know about national celebrations and holidays with a riddle.



TEACHER SAY: First, we need to decide what we are celebrating during this feast. To start, I am curious about what you already know about different holidays and celebrations. Let's turn to page 102: National Celebrations in your student book, and see if we can guess the names of a few holidays from the clues that we find.



STUDENTS DO: Turn to page 102. Look at the pictures, listen to teacher's clues, and guess the names of the holidays represented.

TEACHER SAY: What do you see in the first picture?

TEACHER DO: Use **Calling Sticks** to ask one or more students what they see.

TEACHER SAY: Using the picture and other details, I will describe each celebration to you in sentences. Raise your hand when you think you know what holiday I am talking about. Keep your hand raised until the end.
On this holiday, fireworks go off in the sky.
Children get colorful new clothes.
This holiday happens in on the last night of the year.



STUDENTS DO: Raise hands when they believe they know the correct answer. Wait until the end of all clues to call on a student and ask for the name of the holiday.

TEACHER DO: Call on one or more students with raised hands until someone guesses New Year's Eve.

TEACHER SAY: **The holiday is New Year's Eve! This is the night we celebrate what has happened in the year behind and look forward to what is ahead. It helps remind us of the importance of family. Turn to your Shoulder Partner. Share a memory you have of celebrating New Year's Eve.**



STUDENTS DO: Share a memory of New Year's Eve with a **Shoulder Partner**.

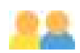
TEACHER SAY: **Now let's read the directions:**



READ ALOUD: Trace the names of the celebrations. Color the pictures

Can you trace the words "New Year's Eve" under the first picture, and color in the fireworks?

TEACHER DO: Allow students time to trace and color.



STUDENTS DO: Trace the letters of New Year's Eve and color in the feast.

TEACHER SAY: **Let's look at the second picture. What do you see?**

TEACHER DO: Use **Calling Sticks** to ask one or more students what they see.



STUDENTS DO: Describe what they see in the picture.

TEACHER SAY: **Now I will describe this holiday for you. Remember, raise your hands when you think you know the name of the celebration.**
This celebration involves a large feast.
We eat during this celebration because we have been fasting for a long time.



STUDENTS DO: Raise hands when they believe they know the correct answer. Wait until the end of all clues to call on a student and ask for the name of the holiday.

TEACHER DO: Call on one or more students with raised hands until someone guesses Eid Al Fitr.

TEACHER SAY: **On Eid Al Fitr, we celebrate the end of Ramadan. We fast for the holy month of Ramadan. Have you ever celebrated Eid Al Fitr? If you have, turn to your Shoulder Partner and share a memory you have. If you haven't celebrated this holiday, listen to your partner share and ask them a question about their experience.**



STUDENTS DO: Share a memory or experience of Eid Al Fitr.

TEACHER SAY: **Can you trace the words "Eid Al Fitr" under the middle picture, and color in the feast?**

TEACHER DO: Allow students time to trace and color.



STUDENTS DO: Trace the letters of Eid Al Fitr and color in the feast.

TEACHER SAY: **Now, let's look at the third picture. What do you see?**

TEACHER DO: Use **Calling Sticks** to ask one or more students what they see.



STUDENTS DO: Describe what they see in the picture.

TEACHER SAY: **Now I will describe This holiday is on January 7th.**
We ring bells at the church.
We eat fata, a meal of bread, rice and boiled meat.

 STUDENTS DO: Raise hands when they believe they know the correct answer. Wait until the end of all clues to call on a student and ask for the name of the holiday.

TEACHER DO: Call on one or more students with raised hands until someone guesses Christmas.

3. TEACHER SAY: **How does your family celebrate Christmas? Turn to your Shoulder Partner to share a memory with them.**

 STUDENTS DO: Share a memory of Christmas Day with a **Shoulder Partner**.

TEACHER SAY: **Can you trace the words "Revolution Day" under the last picture, and color in the parade?**

TEACHER DO: Allow students time to trace and color.

 STUDENTS DO: Trace the letters of Christmas and color in the parade.

4. TEACHER DO: Lead students to decide on what they will celebrate.

TEACHER SAY: **We have learned a lot about celebrations! Now, let's decide what to celebrate during our feast. National holidays celebrate achievements of citizens and honor the service of different community members. Eid Al Fitr honors the holy month of Ramadan and helps us celebrate the achievement of fasting for the month.**
Think to yourself, what have you done that you are proud of? Put your finger on your temple. Think to yourself.

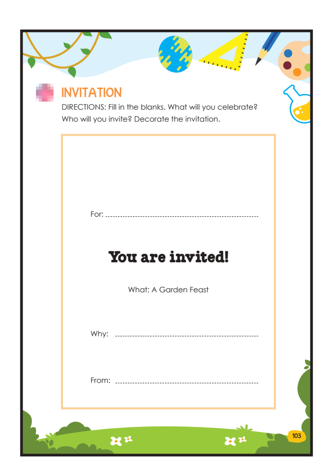
TEACHER DO: Use **Wait Time** to allow students to come up with an idea.

TEACHER SAY: **I will use Calling Sticks to hear all the different ideas in the classroom. When I call your name, tell me what you are proud of.**

 STUDENTS DO: Share something that makes them proud.

TEACHER DO: Listen to all student ideas. At the end, note one that was common or well-received by the students. Write it down in simple language (2-3 words on the board).

TEACHER SAY: **I heard the most common idea was (most common idea). I will write it on the board. I will say the words out loud as I write. Can you repeat after me?**



 STUDENTS DO: Sound out the words after the teacher reads them.

TEACHER SAY: **We will celebrate this event/achievement during our feast!**

5. TEACHER DO: Guide students through creating an invitation on the Invitation page of the student book.

TEACHER SAY: **Now that we know what we are celebrating, let's make invitations! Turn to the Invitation page of your student book.**

TEACHER DO: Turn to Invitation of the student book and hold it up for students to view as they look in their own books.

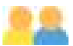
TEACHER SAY: **I will read the directions on the page.**

 READ ALOUD: Fill in the blanks. What will you celebrate? Who will you invite? Decorate the invitation.

TEACHER SAY: **Let's start by writing the purpose of the celebration.**

TEACHER DO: Point to the blank where students will write the purpose of the celebration.

TEACHER SAY: **I have written the purpose on the board. Copy the purpose on to this space.**



STUDENTS DO: Write the purpose of the celebration in the blank. Circulate to help students as needed.

Note to Teacher: Many students may not be able to write the words. Adjust the assignment to include such things as only the first letter, a drawing, sounded out word.

6. TEACHER DO: When students are ready, help them to identify who they would like to invite.

TEACHER SAY: Who will we invite to our feast? Who would you like to celebrate our achievements with us? Turn to your Shoulder Partner. Think about all the people you would like to invite.



STUDENTS DO: Discuss who they would like to come to the celebration.

TEACHER SAY: I will use Calling Sticks to hear the different people you would like to invite. As you say them, I will write them on the board.



STUDENTS DO: Students' possible answers include: best friend, mother, father, brother, sister, aunt, uncle, neighbor.

TEACHER SAY: Choose one of the people on our list. Write that name where it says "For:" This is who you are inviting!

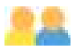
TEACHER DO: Point to the blank where students should fill in who they are inviting. Reinforce the words on the board to be copied.



STUDENTS DO: Write the name of the person they are inviting in the blank. Assist students as needed.

7. TEACHER DO: Show students where they should write their own name under "from." Prompt students to write their names.

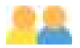
TEACHER SAY: Now we need to write who the invitation is from. You will write your name where it says "from". We have written our names before. If you need help, raise your hand and I will come assist you.



STUDENTS DO: Write their names under "from."

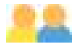
8. TEACHER DO: Have students conclude the invitation activity by coloring it to make it artistic and exciting.

TEACHER SAY: Now that we have written the information we need, it's time to decorate the invitation. The decorations should reflect the theme of the garden feast. What objects can we use on our invitation? What colors?



STUDENTS DO: Raise hands to offer ideas.

TEACHER SAY: Now use your crayons to decorate the invitation.



STUDENTS DO: Draw ideas in the margins of the invitation.

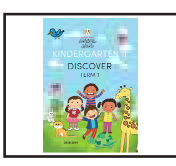
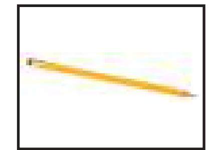
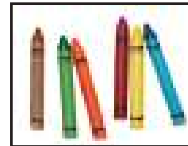
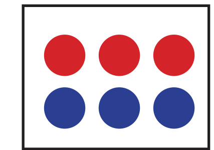
9. Closing: Wrap class up by noting that they just created a man made object. Connect students back to the theme of this Chapter and hint at what students will do tomorrow.

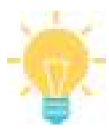
TEACHER SAY: Now we have invitations! We have a plan for food for our feast. We have a plan for how people can travel to our garden. All of these are man-made objects or ideas. Our garden celebration will be a combination of the natural and man-made objects in the world around us. Tomorrow we will think more about how to have a safe and respectful party.

Lesson 10 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Solve story problems using math skills. • Draw detailed picture to correspond to text. • Order consecutive events.	• Add • Subtract • Left • Right • Clean • Prepare	Cut full pieces of paper into four pieces. Each student will need four of these small pieces of paper.

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons	6 colored circles to use as counters, per group of students
					



Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: Yesterday we made invitations for our feast. Today we will think about preparing the area and cleaning up after it is over! We learned about the importance of keeping our school community clean earlier this year. Turn to your Shoulder Partner and discuss. Why is it important to keep our school and classroom clean?



STUDENTS DO: Discuss and share ideas. Answers should include a sense of belonging to a community and a responsibility as a community member for taking care of the space.

2. TEACHER DO: Lead a math activity where students add and subtract balloons for a party. Draw and cut out 6 circles to use as counters on a number bond. Have tape available for students. Each student group will need a set of 6 counters.

TEACHER SAY: Today we are going to solve two math story problems. When we solve math story problems, it is important to figure out if we have to put together or take away. The story problem gives us clues. Let's take a look at some problems together to practice. You will use counters and work with a partner to solve the problems.

TEACHER DO: Hand out 6 counters to each pair of students. Turn to Counting Balloons of the student book and hold it up for students to view as they look through their own. Have students turn to the Counting Balloons page of the student book.



STUDENTS DO: Turn to Counting Balloons in the student book.

TEACHER SAY: I'm going to read the story. Listen carefully and see if it is a putting together problem or a taking away problem.
Samar is getting ready for a party. She needs to blow up enough balloons to decorate for her

celebration. Let's help her. Directions: Help Samar count balloons.
Here is the first story problem: Samar blows up 4 balloons. She does not think that is enough balloons, so she blows up 2 more balloons. How many balloons does Samar have now?
Is this a putting together problem or a taking away problem? How do you know? Give me a thumbs up if you think you know and can tell me how you know.

 **STUDENTS DO:** Give a thumbs up to volunteer.

TEACHER DO: Call on students with a thumb up.

 **STUDENTS DO:** Selected students answer and explain how they know. Students should note that Samar is starting with balloons and is adding more, so it is a putting together problem.

3. TEACHER SAY: **Work with your partner. Use your counters to solve the first problem. Give me a thumbs up when you and your partner are done. No calling out!**

 **STUDENTS DO:** Work with partners to solve the problem. Give thumbs up when they are done.

TEACHER DO: Walk around and monitor students' work. When all students are finished, call on students with thumbs up to solve the problem and explain their work.

 **STUDENTS DO:** Selected students share their answers and explain how they solved the problem.

TEACHER SAY: **Samar had 4 balloons. She added 2 more. Now she has 6 balloons all together. Write the number 6 in the blank.**

 **STUDENTS DO:** Write the number 6 in the blank.

4. TEACHER SAY: **Let's look at the next story problem. Samar had 6 balloons. She popped 2 balloons! How many balloons are left? Is this a putting together problem or a taking away problem? How do you know? Give me a thumbs up if you think you know.**

 **STUDENTS DO:** Give a thumbs up to volunteer.

TEACHER DO: Call on students with a thumb up.

 **STUDENTS DO:** Selected students answer and explain how they know. Students should note that Samar is starting with balloons and is losing some, so it is a taking away problem.

TEACHER SAY: **Work with your partner. Use your counters to solve the problem. Give me a thumbs up when you and your partner are done.**

 **STUDENTS DO:** Work with partners to solve the problem. Give thumbs up when they are done.

TEACHER DO: Walk around and monitor students' work. When all students are finished, call on students with thumbs up to solve the problem and explain their work.

 **STUDENTS DO:** Selected students share their answers and explain how they solved the problem.

TEACHER: **Samar had 6 balloons. She popped 2 of them. Now she has 4 balloons left. Write the number 4 in the blank.**

STUDENTS DO: Write the number 4 in the blank.

TEACHER SAY: **Great job working together to solve these problems!**

5. TEACHER DO: Connect the math word problems to preparing for and cleaning up after a feast. Students will illustrate different parts of a celebration and then order consecutive events.

TEACHER SAY: Samar was getting ready for a celebration. She was blowing up balloons. There are many parts of hosting a feast and party. Let's Brainstorm what you need to do to host a party or celebration. Discuss first with a Shoulder Partner. Raise your hand when you have an idea to share with the class.



STUDENTS DO: Discuss with partners. Possible ideas may be to set up for the party, make food and prepare, clean up, welcome guests, eat, drink and celebrate.

TEACHER DO: Call on several students. You may want to again utilize the strategy where students share what their partners shared to prompt good listening skills.

TEACHER SAY: Planning a party is a lot of work! Let's open to page 98, Planning a Party. I see boxes on this page. Count the number of boxes and hold up your fingers with how many boxes you see.



STUDENTS DO: Open to page 105: Planning a Party. Count 4 boxes.

TEACHER DO: Help students as needed, check to see that all are on the correct page and holding up 4 fingers.

TEACHER SAY: Let's read the directions and look at the pictures in the boxes.



READ ALOUD: Color the picture to go with each step. Cut out the pictures. Practice putting the steps in order.



STUDENTS DO: Read along with the teacher.

TEACHER SAY: What can you tell me about what you see in each box? Talk to your Shoulder Partner.



STUDENTS DO: Discuss the pictures.

TEACHER DO: Talk about each picture. One represents setting up a party, one represents guests arriving, one represents guests eating and one represents cleaning up. Point to each box and ask students to describe details they see.

TEACHER SAY: You did a great job describing the pictures you see. Now, take your time and color each box. When you are finished coloring, cut out the 4 boxes. You may raise your hand quietly when you are done and I will come and check your work.



STUDENTS DO: Color the party scenes. Cut out the boxes. Wait for the teacher's instructions.

6. TEACHER DO: Have students shuffle up their paper and trade with a friend. The friend should try to arrange the stages of the party.

TEACHER SAY: Let's see if we can arrange our friend's drawings. Take your four drawings. Shuffle them.

TEACHER DO: Demonstrate how to shuffle the four pieces of paper for the class. Prompt students to do the same.

TEACHER SAY: Trade your papers with a partner. Can you order their drawings from the beginning of the celebration to the end? Put the first image on the right. Then order the next images one after the other towards the left.



STUDENTS DO: Students order images they traded with a partner.

TEACHER SAY: Check your partner's work. Did they order them correctly? Tell them if they did. If they did not, help them. Show them how they should be ordered and explain why.



STUDENTS DO: Students check partners work and assist them with ordering.

7. Closing: Tell students that they are almost ready for their celebration. Review what they have done already. Ask students to Brainstorm rules for behavior they could have for their celebrations.

TEACHER SAY: We have invited people to our celebration. We have planned how they will arrive. Now we have a plan for how to prepare our space and clean up. We have already talked about our rules for respectful behavior while traveling. I wonder, what is respectful behavior at our garden feast? Turn to your Shoulder Partner. Discuss rules for behavior that you think will be good for our celebration.



STUDENTS DO: Students discuss rules. Ideas may include stay seating at their seats, shaking hangs, speaking kindly to others, not throwing objects.

Lesson 11 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Connect researching with finding information. • Identify information to answer questions. • Identify components of a computer.	• Technology • Research • Computer • Keyboard • Mouse	You will be guiding students through researching sing images either on the computer or in a book. You may want to decide ahead of time which question to research, the child friendly research site, and images that will answer the question. If you have a projector but no Internet access, prepare slides ahead of time for projection. See steps 6-8 to prepare.

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons	Computer, projector if available
					



Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

Note to Teacher: Today's lesson is allowing an opportunity for students to research and find answers. If you have technology available, you will use it to show students how to search to find answers. If no technology is available, take students to the library to find books about plants, transportation, and jobs. Students may also be able to bring picture books from home for reference.

TEACHER SAY: Let's look back at our KWL Chart. What have we learned so far? Think first. Then turn to your Shoulder Partner and tell them one thing you have learned. Make sure to listen carefully to what your partner says he/she learned.

 **STUDENTS DO:** Reflect on learning and share with **Shoulder Partners**.

TEACHER SAY: Let's try something different. When I use my Calling Sticks, I want you to tell me something your PARTNER said. Here – I will give an example: My partner said that he learned about a parade.

TEACHER DO: Call on several students using **Calling Sticks**. Remind students to share what their partners said, not just what they have learned themselves. This will help students practice being accountable for active listening.

TEACHER SAY: Let's look at the Want to learn section of our KWL Chart. Are there questions we still have? What about any new questions?

TEACHER DO: Review the Want to learn column with the students. Ask students if the question

has already been answered. If so, add the answer to the Learned column. If not, circle the Want to learn statement.



STUDENTS DO: Participate in completing the **KWL Chart** and add any questions they still wonder about.

2. Students at this age may want you or another adult to provide answers to questions still remaining in the Want to learn column. While students still have developing literacy skills, the intention of the lesson today is to introduce the idea of researching answers to questions. You will likely have to read information to students and provide support in terms of comprehension, but students should be aware that books and resources found on computers can help provide answers to questions.

TEACHER SAY: Today we will research to find our answers. We researched before when we learned about different animals. Who can remind us what we mean by research?

TEACHER DO: Choose 2 or 3 students to explain what research is and what tools are needed. If students have a hard time recalling, prompt them by referring to the Two Feet, Four Paws visit to the library to look at animal books. If you did not visit the school library and modified that lesson, change the wording of the steps that follow.



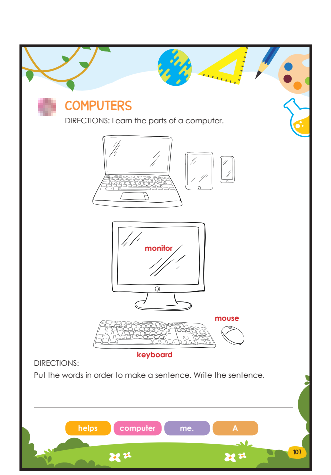
STUDENTS DO: Explain research, talking about using books and going to the library.

TEACHER SAY: Researching means finding information. We found information when we visited our library. We used picture books that we have in our classroom. Today we will use technology. You learned about technology this week. What do I mean when I say technology?



STUDENTS DO: Recall that technology is anything that humans have created to help with a task.

3. Transition to learning the basic components of a computer. Depending on the technology available at your school or in your classroom, you may have a classroom computer or you may have a technology lab or computer room in your school. Students are to learn the components of a computer so that they will be comfortable using a computer to find information. If you do not have access to computers for students to use, you may modify this lesson to focus on the use of mobile devices or just the use of printed materials.



TEACHER SAY: Technology helps us with tasks. Our task today is to find out more information. One way we can find information is by using a computer. Before we can use the computer to research, let's make sure we know the parts of a computer.
Look in your student book on page 107: Computers.

TEACHER DO: Wait for all students to find the correct page. Hold your student book so all can see the page.



READ ALOUD: Learn the parts of a computer.

TEACHER SAY: Look look at the picture at the top of the page. What do you notice? Talk to your Shoulder Partner.



STUDENTS DO: Identify the items in the picture.

TEACHER SAY: Are all of these computers?



STUDENTS DO: Some students will say yes, some will say no.

TEACHER SAY: All of these are technology. All of these help us find information. The computer, the tablet and the mobile phone can all help us learn. Have you used any of these items? Tell your Shoulder Partner.

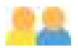
TEACHER DO: Encourage discussion. Some of your students will have had experience with all of these, some will not. Lead the discussion according to your students' experiences.



STUDENTS DO: Share their experiences with these devices.

4. TEACHER SAY: Let's look at the picture in the middle of the page. What do you see?

TEACHER DO: Engage students in a discussion of the components of a computer. If possible, have students identify by name the monitor, keyboard and mouse, explaining what each component of the computer is used for. If your students have not had experiences with computers, use this as an introduction. In this case, identify the components and their functions.

 **STUDENTS DO:** Respond by naming each component and its function.

TEACHER SAY: The computer is a tool to help us learn about the world around us. Look at the bottom of the page. There are more directions! I will read the directions for you. Listen and I read them.

 **READ ALOUD:** Put the words in order to make a sentence. Write the sentence.

TEACHER SAY: Let's look at the words together. Who can help us sound out the words? The rest of us will follow along.

TEACHER DO: Choose four different students, one to sound out each word.

 **STUDENTS DO:** Students model sounding out the words.

TEACHER SAY: Now think how you can put those words in order to make a sentence. Copy the words and write them on the line.

Note to Teacher: Some students will not be able to copy the words at this time. If not, allow them to tell you or a friend what order to put the words to make a complete sentence. Students can also practice writing only the first letter of words they know.

 **STUDENTS DO:** Write the sentence: A computer helps me.

TEACHER DO: Walk around the class, monitor students' progress. Help students as needed.

Note to Teacher: The following step is a suggestion for how to model using the internet or EKB to research a question using a computer. If you have the ability to demonstrate this for your students, you will need to carefully identify a question from the **KWL Chart** *and set up the research for students. For example – if students want to know additional information about transportation systems, narrow the question and then prepare by identifying a video or web-based resource that will provide the answer.* **Think Aloud** *as you type in commands to get to the digital resource. Read information aloud to students or allow your class to watch a video, etc.*
If you do not have access to a computer to demonstrate the use of computers for researching and finding information, skip this step and move on to step 6.

5. TEACHER SAY: Let's use the computer now as a tool to learn. I will demonstrate while you watch. Then you will be able to use the computer to research on your own.
Here is a question from our KWL Chart: _________. We need to find more information to answer this question. I will demonstrate how we can find the information using the computer.

TEACHER DO: Refer back to the **KWL Chart**. You should have identified a Wonder that has not been answered yet or have a predetermined question ready. Walk students through the steps of doing a safe Internet search, making certain to use a student-friendly search engine. Talk through your process, allowing time for discussion as needed. Tell students they will need help from an adult to use computers for research (add in any additional rules your school/class may have about computer usage).

Alternately, if connectivity isn't available, but you can display images on a screen, have a preset question and screen images or PowerPoint ready to show the process. Display the process for all students to see. Allow time for student discussion.

6. TEACHER DO: If possible, secure several books from the library or have other printed material that addresses a question from the **KWL Chart**. Prepare by looking for a question that can be answered using images or very simple text, according to the literacy skills of your students.

TEACHER SAY: What if we can't use a computer? We can always find information using a book. Another question we have on our KWL Chart is: __________. Let's read/look in this book to see if we can find the answer.

TEACHER DO: Read aloud the book(s) you have selected. Ask questions as you read to ensure student comprehension. Once the information that will address the question has been identified, pause for student reflection. Modify the instructions that follow to focus on looking at images (seeing) or listening to

TEACHER SAY: Did you see/hear that information? Does it help us answer our question? Tell your Shoulder Partner what you just saw/heard.



STUDENTS DO: Follow along with the teacher. Discuss information.

TEACHER SAY: Now that we have more information, let's go back to our question. (Read the question aloud). Can someone help us connect the information we just found in our book to answer the question?

TEACHER DO: Encourage student discussion about the information and the questions. Analyzing information and synthesizing to arrive at conclusions may be difficult for some students. Break down the information and help students infer from the images and draw conclusions to answer the questions.



STUDENTS DO: Discuss information and arrive at a conclusion about the answers to questions from the **KWL Chart**.

7. Closing: Use the end of the class to reflect on student learning.

TEACHER SAY: Today we talked about finding information. Tell your Shoulder Partner two places we can find information to do research. Ask your partner if they have other questions they would like to research.



STUDENTS DO: Identify a computer and printed material/books. Discuss possible research topics.

Lesson 12 Overview

LEARNING OUTCOMES

Students will:
- Apply the engineering process to revise the garden.
- Define a problem to solve.
- Brainstorm solutions.
- Create a plan.

KEY VOCABULARY

- Engineering design
- Problem
- Brainstorm
- Solution
- Plan

LESSON PREPARATION FOR THE TEACHER

Be prepared to put students in groups of two for the project. Consider that these students will be working closely together throughout the rest of the chapter. Students will be working in partners to design their garden, create a model and share what they learn by being interviewed as a team.

MATERIALS

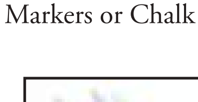
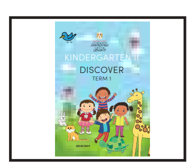
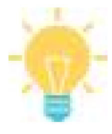



Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons
				

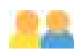


Learn (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: To review what we have been learning, today we are going to use a strategy called Popcorn Share. With this strategy, more of you will get a chance to share your ideas. This is how it will work. I will ask a question. I will choose one person. Pop up out of your seat and quickly give your answer. Then, even quicker, choose someone else to talk and sit back down. The next person pops out of their seat, shares, chooses, another student, and sits down quickly. You will continue until I say to stop. I need someone to help me. I will model what you do. ____, will you pretend you are the teacher and call on me to answer a question? Ask, "What is your favorite color?" I will sit down to wait my turn.

 **STUDENT DO:** Call on the teacher.

TEACHER DO: As soon as the student calls on you, pop up out of your seat, say your favorite color, and then pretend to choose another student. You may wish to repeat the modeling instructions more than once to ensure students understand the new strategy.

2. TEACHER SAY: Are we ready to try Popcorn Share? We are going to use it to review what we have learned this week. Have someone in mind to call on after you answer the question. Here is my first question: What are some tools that can be used in a garden?

TEACHER DO: Choose a student to pop up and respond. Allow 4 or 5 pop ups. Choose the number of pop ups according to the question and possible student answers.

 **STUDENTS DO:** Pops up, answers, and calls on another student.

TEACHER DO: Continue calling on students asking questions that will help review the learning for this chapter. You may want to use the **KWL Chart** to help you find areas your students need to focus

on for their learning. Some questions could be: What types of transportation do we use? What is agriculture? What are some rules for behavior at a celebration? What are some national holidays that we celebrate? When ready, bring students back together.

3. TEACHER SAY: **We are going to take all of our learning and use it to make decisions about our garden today.**

Note to Teacher: Planning for a celebration is the intended learning goal for the rest of the chapter. You may choose to have students host an actual celebration, inviting parents or family/community members. If an actual celebration is not possible, be sure to make it clear to the class that there will not be a celebration. Instead, students will merely be learning the steps to prepare for a special occasion.

4. TEACHER SAY: **Do you remember when we planned our garden design? We will use the same steps to plan the garden celebration. Let's make sure we know what steps we will follow. Let me write them on the board (chart). We will make a checklist so we remember the whole process.**
The first is to define the problem or have an idea. What does that mean?

TEACHER DO: Choose two or three students to explain.

 STUDENTS DO: Possible answers: We decide what we want to do. We create a question.

5. TEACHER SAY: **What problem are we going to solve?**

 STUDENTS DO: Possible answer: Plan a garden.

TEACHER SAY: **Yes, Our problem is, How can we improve the garden using natural and man-made objects? That means everyone needs to include both natural and man-made objects in the garden.**

TEACHER DO: A constraint you may wish to add is to limit or define the number of objects students must include in the new garden design. For example, you could require everyone to include at least three natural objects and at least two man-man objects. If you do this, be sure to add this to the list and review with students.

TEACHER DO: Pause after each of the following questions so that students can consider them, although it is not necessary to call on students to answer each one.

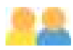
TEACHER SAY: **So that we all know what the problem is, let's start to think about gardens. What would you like in a garden for our school? We've seen vegetable gardens. Who would like to make a vegetable garden? We've seen flower gardens. Who would like a flower garden? We've seen gardens that have grasses, trees and shrubs. Should our garden only be trees and shrubs?**

 STUDENTS DO: Allow students to think about these questions, but it is not necessary to call on students, unless that suits the needs of your classroom.

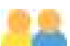
TEACHER DO: Write the elements of the problem that arise from the class discussion. Next, determine how to put students in groups of two or more for the project. Consider that these students will be working closely together throughout the rest of the chapter. Students will be working in partners to design their garden, create a model and share what they learn by being interviewed as a team. At this time, tell students with whom they will be working for the remainder of the chapter.

6. TEACHER SAY: **You will be working with ________. Now that you know who your partner is, it is time for you to work together to do the second part of our process, Brainstorming some ideas. Who can remind us what it means to Brainstorm?**

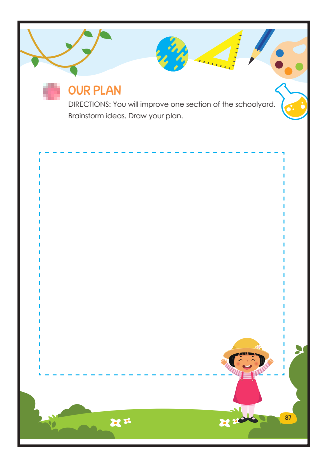
TEACHER DO: Choose one or two students to respond.

 STUDENTS DO: Possible response: we share as many ideas as we can.

TEACHER SAY: **Let's take a few minutes to Brainstorm ideas with your partner. Remember we are working on the problem of improving our garden. Take turns and be good listeners. When one of you gives an idea, the other should think about that idea and respond.**



STUDENTS DO: Discuss, listen and **Brainstorm** ideas with a partner.



7. TEACHER DO: Bring students back together with the hands up strategy.

TEACHER SAY: Do you remember the garden you designed earlier? It is in your student book on page 87: Our Plan at the end of the last chapter. Can each of you find that page in your student book? Help your partner if you find your page first. It is the last page in the Natural World chapter. Once you find it, take some think time to look at it by yourself, and then you will share with our partners.

TEACHER DO: Walk around the classroom making certain all students find the garden plan designed in Chapter 1 of Our Natural World on page 87: Our Plan. Allow time for students to look at their original design. Ask students to think about how they may want to change their garden.



STUDENTS DO: Reflect on their original plan and consider possible changes.

8. TEACHER SAY: Now that you've had some think time, share your work with your partner. Since you will work together to plan a new garden, be very respectful listeners and think about each other's ideas. You have already Brainstormed some ideas, but now you know the problem that needs to be solved. Let's read the problem again. Read with me as I read it to you. How can we improve the garden using natural and man-made objects? Remember that your garden needs at least ___natural objects and at least ___ man-made objects. (replace with any other constraints you decided to set for the class)

TEACHER DO: Circulate to listen to students' conversations. Make sure each is taking turns and ensure they remember the problem. Allow as much time as you think is needed. Students should get excited about their new project. Bring students together when you are ready.



STUDENTS DO: Listen and share ideas.

9. TEACHER SAY: I have been listening to your ideas as I've been walking around the room. You are almost ready to make a plan with your partner. Let's create two lists to help you. Let's make a list of natural objects for the garden and a second list of man-made objects. These will be just some of the ideas we might use.
I will call on students using the Calling Sticks this time. Be ready to name either a natural object or a man-made object. Be sure to tell us which one it is.



STUDENTS DO: Share a variety of things that would improve a garden including vegetables, shrubs, flowers, benches, tables, garden box, pond.

TEACHER DO: Record ideas for those students who may be having difficulty. Include both pictures and words for each student generated idea. When ready, guide students to the page 101: Our New Garden.

Note to Teacher: If you have computer technology use available for students to use, consider having them using drawing technology to create the plan.

10. TEACHER SAY: Since you are working together, your plans should be the same. You've worked with maps so you know it is important to put the objects in your garden, leaving room for people to walk around. Have you remembered to add a pathway for us to walk? Will there be a bench to sit on?
Remember the celebration we have been planning will be held in the garden. Work together as a team to make your plan.



STUDENTS DO: Working together, students think about their **Brainstormed** ideas and design a plan, both drawing the plan in the student book.

TEACHER DO: Walk around the classroom asking questions designed to help guide students. If students finish before others, invite them to look at available books or review their student books.

11. Closing: Use the closing to reflect on learning.

TEACHER SAY: Share with your partner your favorite part of the plan you made today. Be sure to thank each other for helping. If you have some materials at home you would like to bring to make your model, please bring it tomorrow.

 **STUDENTS DO:** Share with partners, thank peers for helping.

Lesson 13 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Build a 3-D model of the garden. • Collaborate with another student to redesign the garden,	• Engineering design • Problem • Brainstorm • Solution • Plan • Model	Gather the recycled items for students to make their 3D models. You may provide shoeboxes or pieces of cardboard for students to use as the base of their model.

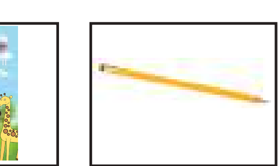
MATERIALS

Chart Paper or Board

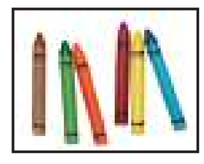
Markers or Chalk

Student book

Pencil



Crayons



Recycled materials for designing a 3D model: May include natural objects—grasses, leaves, sticks, small rocks from outside.

Paint, glue, scissors

Recycled items: shoebox or cardboard, cotton balls, straws, cups, etc.



Share (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: **Yesterday you created a plan for your garden. Can someone suggest a question we can ask ourselves about our plans?**



STUDENTS DO: Suggest a reflection question. Ask and answer, participating in a student-led discussion.

2. TEACHER SAY: Today you are going to start building a model of your garden. You will use your plan to guide you. Who can tell us how many objects we need in the garden?



STUDENTS DO: Refer to the checklist and indicate ___ natural and ___ man-made objects.

3. TEACHER SAY: Today we are not drawing our model. We are building our model in what we call 3D. Does anyone know what that means?



STUDENTS DO: Possible answer: It will look real. It won't be a picture or a drawing.

TEACHER DO: Call on students to answer the following questions. You may want to show students the supplies available to them. If you can arrange it, take students outside to collect natural supplies. Remind students about some of the past art projects that might help them in this project.

TEACHER SAY: Let's think about some things we can use to make our 3D model. Think quietly. These are the types of questions you will ask yourselves:

- **What could we use to make a bench?**
- **What could we use to make a bush?**
- **What could we use to make a tree?**
- **What could we use to make a pathway?**
- **What could we use to make grass?**
- **Is there something we could use from nature in our schoolyard?**



STUDENTS DO: Answer questions, offer ideas and help **Brainstorm** possible materials to use for the model.

4. Note to teacher: If you are able to take the students outside, please use this step. You may wish to skip this if you have gathered supplies for students to use.

TEACHER SAY: Before we go outside, Brainstorm with your partner as to what you will need. When everyone has ideas, we will all go outside. If you find everything you need, ask if anyone else might need your help.



STUDENTS DO: Brainstorm materials that could be found outside of the classroom.

TEACHER DO: Prepare students to go outside to search for natural materials. Make certain each group has can container to put collected items. Review student expectations for walking in the hallways and interacting outside. Remind students to focus on the plan for the garden as they gather materials. After students return to the classroom, bring students back together to discuss next steps.

5. TEACHER DO: Demonstrate how to use cardboard or a shoebox as the base for the model. Explain expectations for use of paint or markers if they are available. Display the supplies available and discuss behavioral expectations.

TEACHER SAY: Now that we have our supplies, you will be able to begin your model. Look again at your plan. You will be working together. Think about who will make which part of the model. Remember, you need at least ___ natural objects in the garden and ___ man-made objects. There also needs to be room for people to walk around in your garden.
Once you are ready, both of you raise your hands. I will dismiss you to get our supplies.



STUDENTS DO: Collect their supplies and begin working on the model.

6. TEACHER DO: Walk around the classroom, advising students, making certain students are on task and working collaboratively. If students finish early, place the finished garden models in one area of the classroom. Remind students not to touch any of the models. Ask them to clean up their area and then find a book to read quietly.

7. Closing: Use the closing to remind students to leave the area tidy and preview the final work for tomorrow.

TEACHER SAY: Let's make sure to clean our classroom and store our materials. Some of you have finished. Some of you still have some work to do tomorrow to complete your model. We will have time to work on it tomorrow and then we'll start thinking about how to plan for a celebration in your garden.

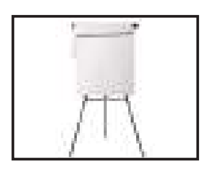
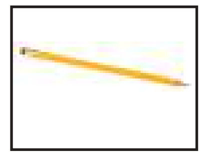
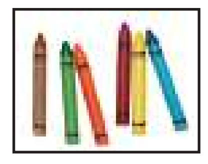


STUDENTS DO: Tidy the classroom and store materials. If possible, reflect on the process and be sure to thank partners for helping.

Lesson 14 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Complete 3-D Model. • Develop interview questions. • Create broadcast to share design.	• Model • Design • Interviewer • Broadcast

MATERIALS

Chart Paper or Board	Markers or Chalk	Student book	Pencil	Crayons	Paint, glue, scissors
					

Recycled materials for designing a 3D model: May include natural objects—grasses, leaves, sticks, small rocks from outside.

Recycled items: shoebox or cardboard, cotton balls, straws, cups, etc.



Share (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY: **Let's look at the models that you started yesterday? They are all so different! I am excited to see your presentations. If you aren't finished with your model yet, you will have time to finish it soon. First we have other things to prepare. If you are not already sitting with your partner, please get with your partner right now. Make sure you have your student book with you.**

 STUDENTS DO: Sit with partners.

TEACHER SAY: **First, let's look at our KWL Chart to make sure we have everything we need.**

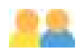
TEACHER DO: Review the KWL Chart, especially the Learned section. Is there anything students want to add to the list? Review it to spark recall of learning that may be needed in student presentations.

 STUDENTS DO: Engage in a review of the KWL Chart as guided by the teacher.

2. TEACHER SAY: **You have already done a broadcast in class this year. Can someone remind us what is meant when we say broadcast?**

STUDENTS DO: Possible answer: It's like a news report, it helps share information with others.

TEACHER SAY: **What does the interviewer do?**

 STUDENTS DO: Possible answer: They ask questions.

3. TEACHER SAY: One thing we need for everyone to be successful is to know the questions that we will ask. Let's work together to decide which questions to ask. I will make a list of your ideas and then we will choose five questions to ask.

TEACHER DO: Take all responses from students. Then choose the top five questions students ask. If there is something you think needs to be added that the students do not suggest, add as one of the five questions. Provide time for students to think about possible questions. Then offer a sample question.

TEACHER SAY: I have a question! You could ask, "How many natural items are in your garden?"

TEACHER DO: Write this question on the list.

TEACHER SAY: Talk to your Shoulder Partner to come up with another question that you could ask. Be prepared to share it with the class!



STUDENTS DO: Talk with **Shoulder Partners** to come up with a question that could be asked.

TEACHER SAY: I will use Calling Sticks to find out what some of your questions are.



STUDENTS DO: Share the questions that could be asked during a broadcast when called upon.

TEACHER DO: Make a list of the questions on the board. Use simple sentences that students may be able to read if possible.

TEACHER SAY: Let's see which questions we like the most. When I read the question, raise your hand if you think that question should be used in your broadcast. You can vote for more than one question.

TEACHER DO: Count the number of raised hands for each question, and write the number next to the question. Put a star next to the five questions that the students will use in their broadcast.

4. TEACHER SAY: Now that everyone knows the questions to be asked, you should practice answering the questions and you should practice asking questions because you will be interviewing another team. Remember all the things you have learned about talking in complete sentences and looking at your audience. You should also practice with your model. You will need to show your model for all of us to see.
If you haven't finished your model, finish it first. Then you can practice for your presentation. Who can repeat the directions for the class?



STUDENTS DO: Repeat the directions – practice answering and asking questions, practice using the model, practice showing the model.

5. TEACHER DO: Direct the students to work with their partners. Walk around the classroom making certain all students are working collaboratively.



STUDENTS DO: Groups finish models and practice interviewing each other.

6. Closing: Allow a student to close the class. Remind them that the important parts of the day are to reflect on learning, thank our partners for working with us, and share ideas.

TEACHER SAY: Can someone from the class lead the closing today? Remember that every day, we think about what we learned. We share with our Shoulder Partners. We thank everyone for working together.

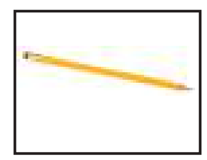
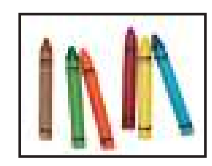


STUDENTS DO: Volunteer to lead the closing. Participate in the lesson closing routine.

Lesson 15 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Present the revised garden to peers. • Demonstrate listening and thinking skills.	• Interview • Broadcast • Plan • Model	This is the closing day of the chapter, and of the theme The World Around Me. Students may have invited adults, family members or people in the community to the garden celebration. If you are able, arrange for the class and invited guests to gather in the classroom or outside. Display student artwork and remind students of presentation expectations. Students learned about making sandwiches and healthy meals, so if it is possible to provide snacks and food, that will make the celebration even more special. If invited guests are unable to attend, students may present to the class and you can still display artwork and encourage reflective speaking and listening.

MATERIALS

Chart Paper or Board	Markers or Chalk	Pencil	Crayons
			



Share (90 mins)

Directions

1. Introduction: Use the opening of the lesson to engage students. You may chose to have a student start the lesson, especially if guests will be in attendance. For those classrooms that include guests, food or other elements of a celebration, modify the directions that follow. Split up the adult guests so that each group of students presents to a variety of adults. Allow time for eating or other celebratory activities. Encourage students to ask and answer questions about learning during the theme the World Around Me.

TEACHER SAY: **I see some very nice models of gardens! You have worked hard for many days to learn about both our natural world and man-made world and a way to use what you learned to improve a garden area for our schoolyard. You've even planned for a celebration! Today you will share your ideas. Each team will be interviewed by another team. Can someone share the questions we selected yesterday?**

TEACHER DO: Help students identify the questions. Allow students to lead this if possible.

 STUDENTS DO: Recall questions for the presentations.

TEACHER SAY: **How might we remember our questions? I know the words may be difficult to read. Do we have a symbol we can draw next to each question so we remember the words?**

TEACHER DO: Take time to begin by looking at the first letter of the word. Continue with sounding out the words, looking at beginning and end sounds. Students will not all be at the same level, but the practice will help students.

Note to Teacher: For those students who can read the words, have students write the words on paper for reference as they are interviewing each other.



STUDENTS DO: Students make suggestions for symbols, like a party hat for the celebration, a flower for the garden, a hand for man-made objects.

2. TEACHER SAY: Our list of questions is ready. For our presentations, you are going to interview each other, just like a real broadcast. One team will interview the other, and then the second team gets to interview the first.
Let's practice. Everyone move with your partner to a place in the room where you can both practice the questions.



STUDENTS DO: Groups move to areas in the room where they can work with their partner.

TEACHER SAY: Take turns asking the questions. Practice so you will know what information to share.



STUDENTS DO: Practice questions.

TEACHER DO: Walk around the classroom, listening to questions, encouraging students to speak clearly, slowly, and to look at the person they are interviewing.

3. Encourage students to outline expected behavior during presentations.

TEACHER SAY: We have already done many presentations this year! I think you know expected behavior. I need a volunteer to model what we expect to see and hear.

TEACHER DO: Choose a student to come to the front of the room. They will model behavior as directed by students.

TEACHER SAY: (student name) will be the first speaker. Now it is your turn as the listeners. What behavior do you know is expected? For example, you know we have to stand up straight. You say the behavior and (student name) will model the correct behavior.

TEACHER SAY: (student name) will choose who will give him/her directions. The rest of us will model behavior for listening. (student name) will call on other students, one at a time.



STUDENTS DO: Model behavior, raise hands. The student who is demonstrating will call on students.

TEACHER DO: If there is an expected behavior that is not demonstrated, ask for all students to model that behavior. Be sure to thank the volunteer.

TEACHER SAY: Now that we know our expectations and have practiced the questions, let's practice the answers. Who will answer which question? Remember, both of you are going to speak. Think about how you will use your model to explain all your ideas. It's important that we know why you made the choices you did. Now let's take some time to practice with your partner to answer questions.



STUDENTS DO: Students practice presenting their model and answering questions.

TEACHER DO: Walk around the classroom as students practice. Direct students as needed.

After allowing about 5 minutes for partners to practice, bring the students back together with the hands up strategy. Be ready to put groups together, one group as the interviewer, and the second as the presenter. You may also choose to organize students differently to allow more or fewer students to work together.

4. TEACHER SAY: Now that your team has practiced, it is time to share your new garden and plans for the celebration with the class. Follow my directions as we get into groups.

TEACHER DO: Assign the groups of multiple students together in different areas of the room.

Make certain each knows who will interview, who will present, and who will be the audience.

5. TEACHER SAY: **Now that you know your groups, let's do our interviews! I will be walking around so I can hear all of you. Okay, interviewers. Let's get started!**

 STUDENTS DO: Groups interview, present, and listen to presentations.

TEACHER DO: Teacher walks around the classroom, listening to presentations and encouraging students.

6. Closing: This is the end of the chapter and the end of the theme. Encourage reflective discussion. Include student-led reflection. Make sure that you celebrate students' hard work.

TEACHER SAY: **Find someone in your group you haven't worked with recently. Share what you liked about their models and their presentations. Practice being respectful listeners.**

 STUDENTS DO: Share and compliment work of peers.

TEACHER SAY: **Work with your group to discuss what you learned about the world around you. Raise your hands when you are ready to share two things you all learned.**

 STUDENTS DO: Collaboratively decide on learning and share ideas with the class.

TEACHER SAY: **Let's celebrate our work! Turn and thank someone in the class for helping you learn!**

 STUDENTS DO: Celebrate and appreciate peers.




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